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ABSTRACT

This set of materials on staff development in research libraries was assembled by the Systems and Procedures Exchange Center (SPEC) of the Association of Research Libraries (ARL). Selected portions of management studies, reviews, and evaluations are included from the University of Washington Libraries, the University of Rochester Library, the University of Connecticut, the University of Tennessee Library, and the Smithsonian Institution Libraries. A collection of documents pertaining to staff development at the University of Tennessee includes proposals for management development and communication skills programs; a participant evaluation and description of the staff development program; a checklist of staff development opportunities at the University of Tennessee, Knoxville Library; and modules of a communication skills series workshop. Additional contents of the set include: (1) a description of the staff orientation program from the University of Michigan; (2) a description of the staff development committee and program from the University of Washington; (3) guidelines for a proposed supervisory training program from Boston University; (4) material used in a program for the implementation of a performance objectives system, a description of staff development activities, and the annual report of the staff development coordinator from Columbia University; and (5) a job description for an inservice training job coordinator from the University of California at Berkeley. (KM)

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Staff Development

Kit 18

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STAFF DEVELOPMENT

KIT # 18 - MAY 1975

TABLE OF CONTENTS

Selected Portions of: Report of the Management Study of the University of Washington Libraries -- April - November 1973 9 pp.

Selected Portions of: Management Review and Analysis of the University of Rochester Library 20 pp.

Selected Portions of: Report of the Management Review and Analysis Program -- University of Connecticut 7 pp.

Selected Portions of: Evaluation of the University of Tennessee Library 8 pp.

Selected Portions of: Management Review and Analysis of the Smithsonian Institution Libraries 8 pp.

Proposal for Management Development -- University of Tennessee 5 pp.

Proposal - Communication Skills Series -- University of Tennessee 5 pp.

Participant Evaluation of Program and Description of Staff Development Program -- University of Tennessee 4 pp.

Description of Staff Development Program - Orientation -- University of Michigan 3 pp.

Description of Staff Development Committee and Program -- University of Washington 4 pp.

Proposed Supervisory Training Program -- Boston University 3 pp.

Staff Development Opportunities at UTK Library: A Checklist -- University of Tennessee 6 pp.

Note to Participants in Communication Series -- University of Tennessee 7 pp.

Program on Implementation of Performance Objectives System -- Columbia University 6 pp.

Description of Staff Development Activities -- Columbia University 4 pp.

Job Description -- University of California at Berkeley 2 pp.

Annual Report of Staff Development Coordinator -- Columbia University 6 pp.

This Kit was reformatted in March 1978. Some documents listed in the Flyer have been removed because they were out-of-date.

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SELECTED PORTIONS OF:

REPORT
OF THE
MANAGEMENT STUDY
OF THE
UNIVERSITY OF WASHINGTON LIBRARIES

APRIL - NOVEMBER

1973

Seattle, Washington

CHAPTER VIII

STAFF DEVELOPMENT

Introduction

In any organization, the quality of the "product" depends heavily on the quality of the staff. In turn, the quality of the staff is a function of a number of variables, among them being level of expertise, degree of motivation, extent to which personal goals are satisfied, degree of understanding of the overall system, and ability to work together (with both staff and "the public") smoothly and effectively. An organization must be sensitive to the influence these variables have on the "output" of the staff and should have an on-going program addressed to the staff which provides opportunities and encouragement for them to develop their potential to perform on the job, to contribute to the managing of the organization and to become involved in professional matters, while at the same time meeting staff members' personal needs for achievement and growth. People encouraged to expand in this way have a greater feeling of involvement in and responsibility for their job and their place in the overall operation of the organization. Libraries, no less than any other type of organization, must recognize the benefits to be realized from continuing attention to the growth of their employees, both as individuals and as participants in their operations.

Information for this report was drawn from a number of documents, including a compilation of responses by librarians and classified staff to a "Library Staff Development Questionnaire" (see Appendix C) initiated by ALUW and implemented with LSA cooperation, and from interviews conducted of all members of Ad Con, nine division heads and branch librarians, seven other librarians, seven classified staff members, a representative of the University Staff Personnel Office and the Training Administrator from the Offices of Equal Opportunity for Minorities and for Women.

For the purposes of this report, the following activities are all considered as potentially contributing to staff development:

1. Orientation to the specific job, to the unit, and to the whole library system
2. On-the-job training
3. Participation in training programs or workshops initiated by the Libraries
4. Participation in committee and group activities of the Libraries
5. Participation in University-sponsored training programs, courses, workshops and seminars which are run specifically for University personnel
6. Taking University courses, perhaps, but not necessarily, toward a specific degree

7. Provision for time to devote to independent work
8. Attendance at library-related programs off-campus (workshops, seminars, institutes, etc.)
9. Attendance at library/information science-oriented or scholarly society meetings
10. Encouragement and provision for opportunities to participate in the above

Description

University-wide Program

The University of Washington has no written policy on staff development. The University Staff Personnel Office believes that it encourages the various departments to provide formal means for staff to prepare for promotional opportunities and to be motivated to seek these opportunities. It would like to establish a staff development program, but requests for funds for such a program have not been granted.

There are a few free programming courses given at the Computer Center for staff and students. The Staff Personnel Office provides a telephone "manners" course for new classified staff members and also offers on a quarterly basis an Administrative Seminar for managers of administrative services, administrative assistants and departmental secretaries. The latter program is really an in-depth orientation to the business functions of the principal administrative offices of the University. The Offices of Equal Opportunities for Minorities and for Women (OEOMW) sponsor a Minority Awareness Seminar to increase staff sensitivity to the needs of minorities and women and to develop staff ability to relate to these individuals. They also have a management program for women, which includes courses dealing with administrative behavior, budgeting, and personnel management. All of these courses are available to employees on a released-time basis. The Training Administrator of OEOMW is available to give advice to the Libraries in setting up and conducting workshops and other specific programs.

In addition to the specific courses mentioned above, the University offers to employees who have completed six months continuous full-time employment and who have been admitted to the University, the opportunity to register, tuition-free, for up to six credit hours per quarter. In the case of classified staff, such courses must be taken on the employee's own time, whether during the working day or not. (See Appendix D for the University of Washington's "Staff Educational Benefits"). In practice this means that if an employee wants to take a course during her/his scheduled working hours, doing so depends on the supervisor's willingness to adjust the individual's schedule. The Libraries have partially reaffirmed this policy in two General Orders. One (G.O.5) provides librarians with released time for the taking of such courses. The other (G.O.20) restricts classified staff members by requiring that such courses "must be job-related and approved by the immediate supervisor as being of benefit to the University."

Though the tuition fee is waived for courses taken as above, it is necessary to pay a $50.00 deposit, which in certain circumstances is not refunded. Spectrum classes are offered to staff on a limited basis free of charge, and some are offered for a reduced fee. According to University policy, staff are not permitted to take graduate courses numbered 500 or above without being registered for a degree program. The staff may take advantage of classes offered by the Experimental College, but there is no fee reduction.

Libraries' Program

The University of Washington Libraries do not have a staff development program. Though the library administration feels that the Libraries' responsibility should be to develop, encourage and provide staff development opportunities, it is also aware that it is not providing enough opportunities for a variety of reasons. This has been partly due to administrative overload and partly due to lack of funding. There have never been funds for staff development in the Libraries' budget, and there are none allocated in the 1973-75 biennium. Staff development has not been regarded as a top priority at the University of Washington Libraries, although funds were requested for the 1973-75 biennium.

Conference leave to attend conferences, workshops, seminars, etc. is available to both librarians and classified staff. In practice, librarians make, by far, the greater use of this. Some funding is available to the staff for these activities. Reporting to the Libraries by those who attend conferences, meetings, and the like, is not required. Librarians often report to the Council of Librarians on such activities, a practice encouraged by the administration.

System-wide orientation programs, coordinated by the Assistant Director of Libraries for Personnel and Budget, are available to both librarians and classified staff. Orientation for librarians is not given on a regular schedule. Formerly, when the turnover was greater than it is now, orientation seemed to be given whenever there were four or five new librarians. This does not seem to be the case now. The last one was given in October, 1972. The content of the sessions is left up to those divisions and other units requested to participate. On one occasion, a written questionnaire was used in an attempt to evaluate the effectiveness of the orientation, and some changes were made.

Two of the large units do provide system-wide orientation for their own new librarians as soon as they join the staff. These efforts and those of the Assistant Director for Personnel and Budget are undertaken independently.

New classified staff members were formerly offered an orientation once a year by the Library Staff Association. This was stopped when the LSA felt it was duplicating the efforts of the Libraries' in-service training program. The in-service training program was developed by a library committee which reported to the Assistant Director for Personnel and Budget. It was offered to all new classified staff within one to six months after they started working. Basic orientation was offered along with some basic training, such as filing catalog cards. The last sessions offered were in the Winter Quarter of 1973, but the program is scheduled to resume on a regular basis in October, 1973, and will, hopefully, include employees hired in the interim. Effectiveness of this program was evaluated in a questionnaire and some changes resulted.

The various units of the Libraries offer a varying extent of orientation to their own operations. Some units offer no regular orientation. Some units provide written orientation. Other units have structured programs for both librarians and classified staff in which staff members spend time observing various jobs in the unit. These tend to be offered by large units. The smaller branches tend to view on-the-job training as orientation, since they are more likely to expect staff members to be able to handle any job in the branch. Librarians, in all units, seem to be offered the most orientation to the unit as a whole. Classified staff tend to be considered as hired to do a particular job and less in need of an overview of the whole unit. Little evaluation has been made of these programs, though some supervisors have received informal feedback. Other supervisors consider the smooth running of the unit as evidence of the effectiveness of the program.

On-the-job training also varies from unit to unit. Some units provide job manuals. Others have new employees work with people who have done the same job. Some units have lengthy structured training periods. Few units offer staff development other than this, though some short-term exchanges have been worked out. Again the opportunities seem to be most available to librarians. Evaluations of these activities have also been informal.

The library administration does not feel that it is the Libraries' responsibility to provide training in basic skills, such as typing, for classified staff. Some skills are the responsibility of the Libraries, including work specific to a library, like filing in card catalogs. In recent years, this training has been left to the units. Conflicting opinions exist as to who is responsible for assisting classified staff to prepare for promotion - the University? the Libraries? or is it all up to the individual? Currently little is done to assist classified staff in this area.

Librarians are assisted in preparing for self-development, as well as promotional opportunities, mainly by having the time available for committee work, conferences, etc. In some instances unit heads actively encourage such participation.

Some units keep records of staff development activities of classified staff and librarians. Some units keep records only for librarians. Other units keep no records, relying on the Activities Inventory to provide promotion information for librarians.

Analysis

Staff development at the University of Washington Libraries is neither comprehensive nor planned. Though opportunities for staff development exist, the lack of direction or coordination from the Libraries' administration results in minimal staff awareness and understanding of the opportunities and thus the loss of much of the benefit that accrues to both the individual and the Libraries when individuals participate in development activities.

The question of library staff members taking University courses is a case in point. Much confusion existed regarding released time for librarians to take courses until a recent reissue of the General Order covering this matter. Two sources of great dissatisfaction were voiced by the classified staff. One was the requirement that a supervisor must sign the tuition-waiver card no matter when the course is to be taken. The necessity to obtain a supervisor's signature on the tuition-waiver card, even if the course is to be taken outside of regular working hours, was viewed as an invasion of privacy. The Libraries' requirement for courses to be job-related, which has been subject to many different interpretations by the various supervisors, was seen as too great a limitation on this University benefit. University policy does not restrict the type of course that may be taken tuition-free if an employee makes up the time. It would seem appropriate for the Libraries to revise General Order 20 to coincide with University policy. If it is the Libraries' intent to allow the classified staff released time to take job-related University courses, then this should be explicitly stated.

Some classified staff members also expressed dissatisfaction that the "job-related" stricture used by the Libraries was generally viewed by supervisors to mean library school courses. This may be a misunderstanding on the part of classified staff members. Even if they are willing to take library school courses and can arrange their schedules to permit this activity, they then encounter a reluctance on the part of the School of Librarianship toward accepting part-time students. In fact there seems to be little coordination or interaction between the Libraries and the University of Washington School of Librarianship. Many librarians would like to have programs in continuing education in librarianship available, but thus far there have been none appropriate for academic librarians.

The rule prohibiting a staff member from taking a graduate course numbered 500 or above unless she/he is registered for a degree program is seen as a great disadvantage. Such courses can increase effectiveness in areas such as collection-building, reference activities and management.

The requirement that a staff member deposit $50 when registering for a tuition-free class is a definite hardship for people on low incomes. It thus presents a barrier which is definitely discriminatory.

Throughout the interviews ran the idea that though it is the Libraries' responsibility to provide staff development opportunities, it is up to the individual to avail herself/himself of them. For instance, probably only a small number of employees do or might actually take courses, but the option to take them is a factor in fostering better morale. However, in the current situation, information about what possibilities exist is vague and not uniform, thus this avenue toward fostering better morale is not as fully utilized as it should be. Some people take full advantage of opportunities. Many staff members felt that they were able to do all that they wished or all that they had time to do. Money is occasionally available and librarians have attended conferences and workshops where they have felt that they gained personally and attained something of value to the Libraries.

A uniform availability of information about opportunities that exist would mean that all staff could take advantage of them. That they would not all do so does not obviate their usefulness as a morale factor. It was generally felt, by all levels of staff interviewed, that it would be difficult, if not impossible, to motivate all members of the staff to participate in staff development activities. Supervisors frequently expressed the opinion that classified staff were working just for the money and were otherwise uninterested in staff development activities. It was also felt that the Libraries had no responsibility to motivate them to prepare themselves for promotional purposes. It is easier to provide opportunities to those already motivated than to spur the unmotivated. Other supervisors felt a responsibility to ascertain why staff members were not interested in staff development. The fact that not everyone wishes to engage in activities that lead to self-development or promotion does not relieve the Libraries of the responsibility of providing these options and easy access to information about them.

Staff members must also be actively encouraged to avail themselves of development opportunities. In the Libraries, few people feel encouraged. Staff development is, rather, allowed. Not enough money is available to librarians for attendance at conferences, seminars, etc. In the past very few non-administrative librarians have received funds for such activities. Though the library administration now funds at least one librarian's travel and registration fees for the ALA and SLA annual conferences, this is far from adequate financial support for activities which the Libraries require of librarians for promotion. An informal survey conducted by the Director indicated that the librarians in technical services alone could use all the money now available to the Libraries for professional meetings. Money for classified staff has been made available on a very limited basis and most are not aware of its availability.

Although it should be the responsibility of the University to provide basic skills training for the classified staff, the Libraries should provide additional specific training for library jobs. Among the needs identified by staff members in the survey mentioned on p. 92 were workshops on such topics as using the card catalog or doing bibliographic research.

Many librarians and classified personnel expressed desires to exchange jobs in order to gain a broader perspective. However, few opportunities for exchange exist. Usually these are on the basis of short-term training and orientation at the start of a new job. One librarian in the Catalog Division effected a six-week half-day exchange with a librarian in the unit for which she principally cataloged, but this was self-initiated and seemingly without precedent. The benefits include better understanding of the functioning of the various units of the library system and their interrelationships. The benefits which would accrue to the persons who exchange, to the Libraries as a whole, and to the individuals in the unit who work with the exchangee, would seem to make the value of such an activity obvious.

The system-wide orientation program implemented by the Assistant Director for Personnel and Budget is given too infrequently to be effective. The lack of coordination among that office and any units which have their own orientation programs results in some duplication of effort and in the loss of the benefits to be derived from sharing ideas on what elements should be in an orientation program. The absence of a regular evaluation procedure means that no information is available on which to judge the relevance and effectiveness of the program as constituted.

The philosophy of the library administration toward staff development, of course, permeates the whole activity. The low priority of staff development in the University of Washington Libraries is evinced in the lack of programs. Many people interviewed expressed satisfaction with the Management Seminars held in the last year; training in management was seen as a great need. Yet these seminars were the work of ALUW with State Library support, and though encouraged after the fact by the administration, they were not official programs of the Libraries.

Presently, decisions on staff development activities vary a great deal within the library system, being based most often on the individual unit head's or supervisor's concept of how far the Libraries' or the University's responsibility extends. The establishment of a system-wide policy and the assignment of responsibility for a system-wide program would do much toward creating equality of opportunity.

A positive commitment to staff development on the part of top management in the Libraries would increase morale and give staff members the encouragement that is needed to engage in staff development activities. The benefits to be obtained by having a staff that engages in diverse developmental activities would accrue to the University and the Libraries, as well as to the individuals involved.

Recommendations

I. The Libraries must be strongly committed to a staff development program.

  A. There must be a widely distributed and publicized written policy on staff development.

  B. The responsibility for the staff development program should be centered in a library personnel office. The individual assuming this responsibility must have experience in personnel management and staff development.

  C. The staff of the Libraries must be involved, through an advisory committee to the Personnel Office, in recommending and coordinating the elements of the staff development program.

  D. The staff development program must be reviewed and evaluated on a regular basis.

  E. Supervisors must make every possible effort to arrange schedules to allow classified staff members to take desired courses.

  F. G.O. 20 must be amended to be compatible with University policy, which places no restrictions on the selection of courses to be taken tuition-free by classified staff members on their own time.

  G. The Libraries administration, managers and supervisors on all levels must strongly encourage staff, through both financial support and other means, to participate in staff development activities.

  H. The Libraries must seek adequate financial support for its staff development programs.

  I. The record of individuals' staff development activities should be retained in their personnel files.

II. The Libraries must press the University to remove some barriers to staff development that now exist.

  A. The Libraries must seek reduction or provision for waiver of the $50 deposit required of University staff who want to take tuition-free courses.

  B. The Libraries must seek permission for library staff to register in graduate courses numbered 500 or above without having to be registered in a degree program.

III. The Libraries must seek and take advantage of opportunities both within and outside of the University.

  A. The Libraries must maintain an awareness of training and development programs offered by other units on the campus, such as University Personnel and OEOMW, publicize such programs among the staff, and attempt to be influential in getting such units to consider developing programs to meet the specific needs of the Libraries staff.

B. The Libraries should encourage other academic units on the campus to provide continuing education opportunities for the Libraries' staff.

C. The Libraries should seek funding and assistance from agencies outside of the University such as the Washington State Library and WICHE.

IV. Special attention in the implementation of a staff development program should be given to needs identified in the Library Staff Development Questionnaire, a sampling of which follows:

A. Staff exchanges (for both classified staff and librarians) within the Libraries, nationally and internationally

B. Regular orientation for new employees to the system as a whole giving:

1. general overview of all units
2. physical tour of Suzzallo
3. list of personnel and their positions

C. In-depth workshops on:

1. how to use the card catalog
2. reserve procedures
3. how to use the Central Serials Record
4. how a newly received monograph is processed
5. reference work
6. communication skills

Staff Development Task Force

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September 1973

SELECTED PORTIONS OF:

MANAGEMENT REVIEW AND ANALYSIS OF THE UNIVERSITY OF ROCHESTER LIBRARY

FINAL REPORT OF THE MRAP STUDY TEAM

IN TWO VOLUMES

VOLUME I

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June 28, 1974

CONTENTS

INTRODUCTION: METHODOLOGY 186

DEFINITION, PHILOSOPHY, AND PURPOSE OF STAFF DEVELOPMENT 187

LIBRARY TRAINING AND DEVELOPMENT NEEDS 188

CONTENT OF TRAINING ACTIVITIES 193

Current Practices in the Library
University Programs
Non-UR Programs

NATURE OF FORMAL ORGANIZATIONAL SUPPORT. 197

Current Practices
Discontinued Trainee Program

CONCLUSION 199

RECOMMENDATIONS 200

SELECTED BIBLIOGRAPHY 202

APPENDIX I 204

Policy and Procedure Memo #1, Reimbursement and Time for Professional Travel

APPENDIX II. 206

Policy and Procedure Memo #3, Leaves for Librarians

INTRODUCTION: METHODOLOGY

The Task Force on Staff Development examined the existing practices and attitudes concerning staff development in the Library. Information was gathered through interviews and through examination of pertinent documents, including data compiled in the first four phases of MRAP.

The Task Force obtained a wealth of information concerning staff development practices and attitudes on all staff levels through interviews. The Task Force interviewed the Director of Libraries, the Associate Director of Libraries, Library department heads, a number of staff members, and D. Thompson, Assistant Personnel Director for Communications and Training.

Various criteria were used in selecting members of the Library staff for interviewing. Eight professional and sixteen support staff were interviewed. In two cases, the departments were so small and/or diverse that all staff were interviewed. Staff members with experience in more than one department, new staff, those who expressed an interest in discussing staff development, those who might be overqualified for their present positions, and those who had fulfilled their immediate career goals, were selected to provide a variety of input in relation to job situations and training experiences.

After analyzing the data, it was decided that any recommendations made by this Task Force would be limited to those recommendations which could be implemented with the present staff and without the need for large expenditures. The recommendations attempt to reflect a realistic approach to improvement.

DEFINITION, PHILOSOPHY, AND PURPOSE OF STAFF DEVELOPMENT

Staff development can be defined as management's commitment to, and encouragement and provision of, opportunity for the continual enrichment of staff, to the mutual benefit of the individual and the organization. A staff development program should provide an environment in which staff members can develop individual capabilities, learn new skills, and fulfill personal goals and needs, while performing tasks necessary to achieve the objectives and goals of the Library.

The Task Force considered the following elements part of the concept of staff development:

1. Orientation
    a) to the job
    b) to the department
    c) to the Library
2. On-the-job training
3. In-service programs
    a) of the Library
    b) of the University
4. Attending courses (related or unrelated to job at the University of Rochester and at other institutions)
5. Time off to work on an independent project
6. Opportunity to attend workshops, conferences, etc. related to library work--on and off campus
7. Opportunity to prepare for advancement within the Library
8. Active encouragement for individual enrichment
9. More effective utilization of individual talents, skills and abilities

The purpose of staff development is to provide guidance, encouragement, and opportunity for the individual staff member to grow and change within the organization. A useful staff development program would be a means whereby the Library could encourage individual employee growth and change. Each individual is capable of continuing improvement. Staff development encompasses both the tangible and intangible benefits of development of human resources. To develop human resources and improve their utilization should, in turn, increase the effectiveness of the individual to the organization.

The Library administration considers staff development an objective of the Library--an objective which is not being met at this time. Library administrators feel that a well planned staff development program would, initially, have to be a program that would produce tangible benefits and visible results; it would have to be justifiable before staff development can be written into the budget. The administration is acutely aware of the constraints under which the Library operates--limited time, limited manpower, and limited money. Any program must take these constraints into consideration.

Responsibility for staff development lies with management and with the staff. The Library has the responsibility to furnish the opportunities, to provide the incentives for self-enrichment, and to actively encourage the development of individual potential. In turn, individual staff members should recognize need for continual self-improvement and participate in programs, internal and exterior to the Library, which contribute to the satisfaction of their needs and goals.

LIBRARY TRAINING AND DEVELOPMENT NEEDS

Results of MRAP surveys can be used as a measure of staff interest in training and staff development. One survey, the MRAP Staff Survey, was sent to 113 Library staff members who are not department heads. Seventy-seven completed questionnaires represented a 68% return. In general, the staff felt more emphasis should be placed upon effective utilization of staff, orientation and training, and improvement of morale. They indicated there should be increased use of incentives and more emphasis on utilization of the creative imagination of staff. They evidenced a desire to participate in programs for improving their own effectiveness and that of the Library. This survey indicated more interest in staff development than in any other MRAP management topic. Also, the Task Force on Staff Development was the most popular choice of staff members interviewed for participation in task force work.

The second survey, the MRAP Organizational Profile Questionnaire, was completed by 111 Library staff members. Three questions dealt with training. This category ranked third on the survey in degree of positive response. Approximately 68% of the respondents felt that their skills and training were often or extensively used on the job. Fifty-three percent felt that they received quite a bit or a great deal of the training required to perform their jobs. In contrast, however, 49% of the respondents reported that they had been given the opportunity to develop their skills or enhance their education only sometimes, or not at all.

A survey of department heads, the Needs Assessment Survey of Department Heads, was conducted by the Study Team. In answer to the question, "What would you like your department to be doing five years from now?" strong interest in staff development was indicated.

All Library department heads were interviewed by Task Force members and asked for answers to questions submitted in written form in advance of the interview, which asked about the training and development needs of their departments, including operational requirements, programs, professional staff needs, support staff needs, and personal goals.

Departmental libraries have specific needs for staff training. Since services and the environment of departmental libraries vary, there are needs that are unique, e.g., use of computers in bibliographical searches in the Education Library, and Asian languages and cataloging in the Asia Library. In addition to the unique needs, all department heads identify growth of knowledge in subject fields, library skills, and new technology as necessary to staff in order to improve service provided to the University community. For example, the Head of the Serials and Binding Department indicated a need to prepare and train staff for the coming automation of that department.

Most department heads thought it extremely important for librarians to keep professional knowledge and knowledge in subject areas up-to-date. Going to conferences, seminars, and workshops is beneficial to librarians, not only for acquiring new knowledge but also for getting to know people in the areas. The Head of the Serials and Binding Department emphasized training professionals for automation as they will have the greatest responsibility in making the new technology work.

Most department heads did not state specific needs for staff development on the support staff level. Some felt it important that the support staff acquire knowledge in a subject area by taking courses or attending meetings and conferences. Some found that course work in library science taken by support staff members proved to be helpful to them in giving more efficient service. The opportunity for staff to pursue continuing education is constrained by staffing needs and work schedules. Also, most department heads felt they could not grant released time (time off with pay) to take courses, because the Library has no written policy regarding released time.

A few department heads commented about personal goals. One indicated that involvement in teaching and writing (she has a joint appointment in a teaching department) helps her future advancement, keeps up her morale, and helps develop her personal image. A second person expressed an interest in obtaining a job-related Master's degree. She also writes book reviews in her subject specialty and thinks this is one of the ways she can develop subject knowledge. Another department head tries to be active professionally by being an officer of the Special Libraries Association, going to meetings, sitting in on courses and lectures, and talking with experts in subject areas. There was a consensus that achieving personal goals is an important motivating factor.

There was little comment concerning the question, "Do you contribute to the design and approval of staff development plans?" No one mentioned any contribution on a Library-wide level. Department heads are involved in a certain amount of orientation and training of new staff members within their own departments.

Department heads were also queried as to how successfully staff development efforts of the Library and the Personnel Department met Library staffing needs. Most interviewees were not aware of any significant efforts made by the Library to utilize staff skills more effectively. Most department heads indicated they do not understand how the Personnel Department's screening process is used to match applicants' skills to the requirements of the job.

The Task Force members interviewed B. Bowman, Director of Libraries, and S. Lee, Associate Director of Libraries, in order to determine present administrative staff development efforts. The Director stated that there are no Library-wide plans with regard to staff development nor is staff development built into the budget. He thought the Library could do a better job of orienting new staff members and that a program of staff development could be cost effective in some areas.

According to the Director, unit training is one thing the Library can do in the way of staff development. New staff could be acquainted with basic procedures in different units of the Library, such as bibliographical verification in the Acquisitions Department and filing rules in the Catalog Department. This training should be standardized and could be conducted a certain number of hours per month. Present staff members, if interested, could also participate in this program.

The Associate Director said that MRAP has made it clear that people feel they have something to contribute to the Library and are willing to make a contribution. He feels the organization--management and staff--should work out how to maximize individual expression, abilities, and interests. MRAP has shown that staff can really think for, and be a part of, the organization. Lately, the pressure for staff development programs has come from the staff itself.

Staff development is overlooked by most administrators, according to the Associate Director, because it is hard to see an immediate dollar return. In order to justify a staff development program, it must be well planned, well organized, and well administered. The chances are strong that a specific program will bring about budgeting to implement it. Staff development should start with new staff members.

The Associate Director sees staff rotation of some sort as a benefit. More fluid human resources would create an ideal environment. We need to establish a different psychological environment where all activities would be tasks with personal responsibilities shifting as project oriented groups are formed. However, this is too far away now and money is a constraint. Also, training is a constraint in that each person has his own expertise with little relationship to the next person. This is a great inhibitor to fluidity. Traditional concepts of staff as professional, non-professional, and paraprofessional also create artificial barriers. He thinks the organization has more responsibility to promote staff development for the support staff, because their opportunities for development are limited unless the organization provides them. They are very often career oriented but lack the funds to pursue formal education. The organization must motivate and encourage; the individual must respond and be self-motivated.

CONTENT OF TRAINING ACTIVITIES

Current Practices in the Library

The styles of orientation in the Library range from very casual to rather structured programs. Most new staff receive the general Library tour conducted by the University of Rochester Library Staff Association. Unless supervisors see a special need for a more particularized tour, new support staff members receive little opportunity for gaining a more systematized knowledge of departments outside their immediate realm of concern. Professional staff, as a rule, receive a more in-depth orientation from supervisors, depending on individual needs.

In the unit, the nature of the orientation depends upon the nature of the job to be done. Also, training time varies with the difficulty of the job. For the most part, unit orientation and training is informal, but because most clerical functions are generally prescribed and routine, units that have prepared orienting and teaching devices, such as manuals and folders containing selected materials, rely on them. Other units are preparing and revising similar tools for the orientation and training of new staff. Most units currently employ verbal imparting of information and learn-by-doing techniques to train. Generally speaking, since it is a practice of the Library to have no overlap of departing and replacement staff, there is no time for extended orientation and training. New-hires start on the job immediately.

In most cases, supervisors train clerical staff. However, other staff members may be selected to assume the responsibilities of training new staff for specific duties. Staff members hired in newly created or much revised positions have to rely on their past work experience as well as any orientation received.

Departmental meetings, where job-related matters are discussed, are held in most departments. One department head asks professional staff to read recommended articles in library journals and report on them during monthly meetings of librarians in that department. This has proven to be an effective means of gaining knowledge and expertise on the professional level.

Support staff who show potential, but lack motivation, are for the most part not encouraged or motivated by their supervisors to develop their potential. There appears to be a discrepancy between what some supervisors feel they are doing to encourage staff in this respect and what staff perceive them to be doing.

Some members of the support staff report that they have accepted jobs in the Library for which they are over-qualified. This may be due largely to the tight job market of the 1970's. Perhaps as a direct result of the quality of the current staff, some supervisors are tending to give more responsibilities and tasks to those who are willing to and capable of accepting them.

University Programs

A Guide for UR Staff to Training and Educational Opportunities in the Rochester Area, published by the University Personnel Department in May 1971 is the sole existing clearinghouse of available educational opportunities for University of Rochester staff members. It provides information concerning University and local educational and training programs and sponsoring institutions or offices where detailed information may be obtained. It also contains information concerning University tuition benefits. The Personnel Department is in the process of revising the handbook and expects to publish the updated edition in the fall of 1974.

Full-time employees of the University receive 50% tuition benefits (with less than three years of service) or 100% tuition benefits (with more than three years of service) for up to two courses each semester, for any subject taken on campus, or job-related courses taken elsewhere in the Rochester area. Some categories of professional and administrative employees receive 100% tuition benefits from day of employment.

A variety of courses and programs leading to degrees and certificates, as well as credit or non-credit courses for personal enrichment, are provided by the schools and colleges of the University. From time to time, the University sponsors a number of in-service programs, including Computer Programming, English Language Program, and Supervisory Management.

Basic Principles of Supervisory Management, a program offered by the Personnel Department, has been discontinued temporarily for content revision. The revised version will be reinstituted in the future. Some members of the

Library staff with supervisory responsibility are among the 390 University employees who have attended this program in the past.

According to the Assistant Personnel Director for Communications and Training, a program sponsored by the Personnel Department and the American Management Association and designed for training middle management personnel, has not been offered for some years. Because it is an expensive program, sharing it with one or more other organizations in the area would help defray the cost.

A new course designed to improve promotion opportunities for clerical staff in entry level positions will be offered beginning April 30, 1974. All participants will receive released time three afternoons per week for approximately six months of training.

Non-UR Programs

Educational programs offered by Rochester area educational centers, school districts or colleges include a wide variety of subject areas ranging from adult basic education to graduate level degree programs.

The School of Library and Information Science of the State University of New York at Geneseo is an accredited library school offering programs leading to the degree of Master of Library Science. Enrollees may specialize in any type of library program (college and university, public, special library, etc.).

The Rochester Regional Research Library Council (RRRLC) has sponsored occasional seminars, workshops, and educational programs for interested staff in its member libraries. A sampling of events sponsored by the Council in the past year includes: Continuing Education Program on Management, CCLC Terminal Demonstration, Program on Computer-Based Bibliographic Services, seminars on Law Reference Tools, and Chemical Abstracts Workshop. The RRRLC programs are announced in its Newsletter.

The Five Associated University Libraries (FAUL) lists "To develop and provide opportunities for staff development and continuing education..."[1] as one of its four continuing objectives. It has sponsored several seminars and workshops on specialized topics related to library skills, e.g., Data Bases in the Sciences, Computer Cataloging Applications, and Library Automation. There will be more sessions this year: Toward Data Bases in the Humanities, and Book Preservation. In view of the objectives and the current activities of the organization, we can look upon FAUL as an agent for continuing education and staff development.

Many of the programs RRRLC and FAUL have sponsored are designed for professional librarians in special subject areas. There is still a great need for programs on general library subjects that are useful to all Library staff members.

NATURE OF FORMAL ORGANIZATIONAL SUPPORT

Current Practices

Staff development is not currently included as a separate item in the Library budget. The Library administration foresees the possibility of allocating funds for the purpose of staff development.

Presently, money used for this purpose comes from the Travel fund which covers such diverse expenses as entertainment, moving expenses of new professional staff, and travel.

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[1] John Aubry, "What is FAUL? What do we want FAUL to be?" [Syracuse, N. Y.: Five Associated University Libraries, 1974], p. 1.

Following general University policy, the Library has developed its own policy entitled "Reimbursement and Time for Professional Travel":

> ...there will be complete reimbursement for one meeting per year to staff engaging in such professional activities as holding an association office, chairing a panel or reading a paper at a professional conference ...staff members who do not present a paper or engage in the professional activities may apply for partial or full reimbursement of transportation expenses only for one meeting per year.... There will be partial or full reimbursement to those persons who are accepted as participants in a seminar... if the staff member's value to the library and effectiveness as a librarian is increased by such education and training....[2]

The Library also has a written policy entitled "Leaves for Librarians":

> Members of the professional staff of the University Libraries may be granted leave for up to one academic semester at full salary or an academic year at half salary to pursue full-time research activities that will increase the value of the individual to the University.[3]

In the past, a small number of Library staff members have been granted leave to pursue research activities.

Neither the University nor the Library has a written policy with regard to released time or make-up time for taking courses. Generally, the amount of time spent on attending courses during regular Library working hours is made up. Some Library department heads grant released time for staff members to take job-related courses. Nearly all department heads grant make-up for job-related courses. Almost all department heads allow some released time for staff to attend short-term workshops, seminars or conferences as long as the absence does not interfere with normal departmental operations.

Discontinued Trainee Program

According to the Assistant Director of Libraries, the Library Trainee Program was initiated in 1958 and discontinued in 1969 due to the change in job market and budgetary restrictions.

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[2] See Appendix I for entire policy. [3] See Appendix II for entire policy.

The Trainee Program was a sub-code item in the Library budget over and above the operational expenses of the Library. During the first few years of the program, trainees attended library school for six summers. In 1965, it was changed to three summers and a semester. In 1968, the last trainee attended library school full time for one year. All trainees were awarded a lump sum stipend to cover partial or full tuition and other expenses. Full salary was paid to those who went for summer sessions. Those who went for one semester or a full year were granted leave without pay. Trainees, subsequent to graduation from library school, were expected to work for the Library for at least two years. Of the thirteen trainees who received their degrees in library science through this program, nine still work in the University Libraries.

CONCLUSION

Present staff development efforts are informal and unstructured, and depend largely upon the efforts of individual departments. There is a need for an initial orientation and basic training program for all new Library personnel. There is also a need for programs in which present staff members can acquire new skills and increase their overall knowledge of Library operations and procedures. There should be a formal mechanism whereby staff development needs can be identified and specific programs to meet these needs can be initiated.

Information on existing programs and courses on job related subjects should be collected and made available to staff members. Furthermore, a policy should be formulated to allow released time for job-related courses and programs. There is a need for a less rigid organizational structure in order to provide job enrichment, assure better utilization of staff, and facilitate advancement.

RECOMMENDATIONS

1. A Training Coordinator, with background in training, should be appointed from the present staff. The initial appointment should be part time. The Coordinator's responsibilities should be:
   A. To develop a standardized program of general orientation and specific training in basic library skills for new staff.
   B. To develop and arrange for in-house Library programs to meet the need for continuing staff development.
   C. To compile, maintain and publicize to staff a list of job-related courses offered at the University of Rochester and other area institutions.
   D. To collect information on job-related seminars, workshops, and conferences and facilitate its accessibility to all staff.
   D. To investigate, help develop, publicize, and encourage participation in staff development activities in regional cooperative networks such as FAUL and RRRLC.
2. A representative Library staff committee should be appointed to advise the Training Coordinator of staff development needs based on input from the general staff.
3. A written policy should be formulated regarding released time (time off with pay for job-related courses and programs).

4. A separate line in the Library budget should be allocated for the purpose of staff development.
5. Possibilities for staff development funding from non-Library sources, both University and non-University, should be investigated.
6. Human resources should be better utilized to assure more job enrichment and more opportunities for advancement. There should be wider participation of staff in Library operational decisions.

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SELECTED PORTIONS OF:

The University of Connecticut
University Libraries

Report of the Management Review and Analysis Program (MRAP)

Sponsored by
The Association of Research Libraries
Office of University Library Management Studies

and Conducted by
The University of Connecticut Library
MRAP Study Team

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Dorothy Bognar
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Storrs, Connecticut
The University of Connecticut Libraries
1974

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"And although [we] may consider this work unworthy of your countenance, nevertheless [we] trust much to your benignity that it may be acceptable seeing that it is not possible for [us] to make a better gift than to offer you the opportunity of understanding in the shortest time all that [we] have learnt in so many [months], and with so many troubles and dangers; which work [we] have not embellished with swelling or magnificent words, nor stuffed with rounded periods, nor with any extrinsic allurements or adornments whatever, with which so many are accustomed to load and embellish their works; for [we] have wished either that no honor should be given it, or else that the truth of the matter and the weightiness of the theme shall make it acceptable."

Adapted from Machiavelli's dedication of The Prince

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CHAPTER X

STAFF DEVELOPMENT ACTIVITIES

INTRODUCTION

To help in fulfilling the mission of the Library, which is "to render excellent service to all persons having legitimate library needs,"[1] it is necessary that there be present "a library staff carefully educated and trained in its important functions of service, teaching, and research and large enough to be fully responsive to the needs of library users."[2] The definition of staff development basic to this study is: The effective and continuing development of the skills and capabilities of library staff members while at the same time helping to fulfill the Library's objectives.

The Task Force explored three aspects of staff development: (1) Providing instruction in the performance of assigned duties; (2) Providing programs which develop and improve the knowledge, skills, attitudes, and behavior of people related to their being an effective staff member of a library (such as library orientation programs); and (3) providing, or encouraging participation in, programs which are intended to develop and update subject or professional knowledge (such as taking academic courses or attending professional meetings).

Members of four groups have been interviewed by the Task Force. These include general staff (classified, preprofessional, professional); Department Heads/Supervisors; library administrators (the University Librarian, Associate University Librarian, and the administrative assistants for Public and Technical Services); and five university administrators concerned with university staff development (the Associate Provost, the Councilor to the Provost, the Coordinator for Continuing Education for Women, the Director of the Personnel Division, and the Associate Dean for Research Development). This report is a summary of the results of those interviews, followed by several recommendations.

PRESENT OVERALL STATUS OF STAFF DEVELOPMENT

Within the Library at this time there does not exist a complete analysis of current or future personnel needs which defines the nature and extent of the qualifications, education, and training needed to staff each position in the most effective manner. Because of the low priority given to staff development, there is also no defined, continuing program which could be mobilized to begin meeting the needs revealed by such an analysis.

Training in management or supervisory skills and techniques is not currently encouraged, required, or provided for the Department Heads/Supervisors.

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[1] University of Connecticut Library Statement of Mission and General Objectives.

[2] Ibid.

They are not encouraged or required to provide or make available training, library orientation, and continuing education activities for their staff members. Only in a limited way do the Department Heads/Supervisors take the initiative in providing on-the-job training and some types of personnel development activities.

There is no overall coordination of the staff development activities which do exist, and the major reasons given for not developing a coordinated program are inadequate budgets and staff shortages.

STAFF DEVELOPMENT ACTIVITIES TO DATE

Past activities, developed on an ad hoc basis, have consisted primarily of various series of seminars. These have been organized for purposes such as the training of staff members for the general information desk, the introduction of the entire library staff to individual department functions, and the preparation of classified employees for a State civil service examination. One brief series a few years ago brought in outside lecturers on librarianship, publishing, and other topics. In the spring of 1972 the Library financed a short computer workshop for interested staff.

In addition, on-the-job training is usually provided for new employees. Most of the staff who were interviewed said that they were adequately trained when they began work. However, most interviewees felt that they had not received adequate orientation to the Library, its collections, its services, and the interrelations of its various departments. These interviews brought out the need for a more frequent, formal, and thorough orientation program.

As far as continuing education activities are concerned, many staff members, primarily on their own initiative, are participating in areas such as taking academic courses, carrying on research projects, reading for self-directed projects, attending meetings of various types, and belonging to professional associations.

OPPORTUNITIES CURRENTLY AVAILABLE

The section on "Educational Benefits" in the Handbook for Wilbur Cross Library Staff (p. 43-44) discusses opportunities which are currently available. Attempts to follow through on these opportunities, however, have often resulted in various types of problems, some of which are discussed below. Staff members have been further frustrated by the limited number and scope of night courses offered at the University and the fact that language laboratories have no evening or weekend hours.

CLASSIFIED STAFF benefits are arranged through the University Personnel Division under the authority of the State Personnel Department. While classified staff are eligible by law for tuition reimbursement for job-related courses, such staff at the Library have never successfully been reimbursed; and it might be added, rarely have non-library classified staff received reimbursement. This situation exists because of the difficulty of proving satisfactorily to those granting the reimbursement that the courses which have been taken are related to the staff member's job.

Educational leave with pay, with partial pay, or without pay is theoretically available but is almost never granted, again because it has been almost impossible to demonstrate to the satisfaction of those approving the leave that the desired education is directly work-related and is of benefit to the agency involved. Finally, state personnel training courses in business for office workers are occasionally arranged.

PREPROFESSIONAL STAFF are usually granted released time from their regular work schedule for language, library science, and other job-related courses. However, since the Library has no complete analysis of its current or future personnel needs and since these courses are taken on an ad hoc basis, the Library may be unable to absorb into professional positions many of those who receive their library degrees in this manner.

Other constraints for these employees, as well as for professional staff, include the lack of tuition reimbursement or reduced course fees, as well as the limit of four credits allowed in any one semester. Nevertheless, it seems important to encourage additional subject and language courses among preprofessional staff members to aid in achieving the Library's mission of excellent service.

PROFESSIONAL STAFF are also eligible for released time for job-related coursework. However, professional librarians at all levels and in all departments experience difficulties in trying to avail themselves of this opportunity. In the Public Service departments where subject and language skills are needed and are a great asset, understaffed and strictly-scheduled professional staff are even more highly restricted in their ability to take time off during working hours.

In addition, reimbursement for attendance at meetings of professional associations, and similar activities which involve out-of-state travel, has been severely restricted in recent years by State policy. All such travel must be approved by the University and the State Commissioner of Finance and Control, and the written justification to support the request must clearly demonstrate that the travel is necessary for very directly work-related purposes. Funds for in-state travel, however, are budgeted to the Library; and authorization to attend and be reimbursed for meetings can be granted by the Library administration.

Travel funds and registration fees, but not other costs, for attendance by professional staff at activities such as conferences and workshops may be wholly or partially reimbursed by the University of Connecticut Research Foundation for those presenting papers, actively serving on committees, or whose presence is otherwise essential. In addition to providing assistance in the preparation of research proposals for external funding, the Research Foundation will also consider direct funding of such proposals.

Despite the constraints which exist, it seems especially important to encourage, to provide for, and perhaps to require participation in professional activities, research, and additional subject and language courses among professional librarians for the best in-depth library service in an academic community.

ALL STAFF MEMBERS have available the extensive vocational and educational counselling opportunities offered by the University's Continuing Education Services. This unit is also capable of arranging lecture series, courses, and conferences for the use of library staff.

CONCLUSION

Library staff members at all levels have expressed in interviews an active interest in their own further development. Most interviewees would very much like to be able to attend conferences and workshops; take degree- and non-degree-oriented courses; have more time for reading and research; in some cases, rise to higher positions; and, in general, have the time and the means to bring a more enriched self to the jobs which they now perform. Some staff members are able to do this on their own. However, the needs of individuals differ considerably; and most hopes for further development are never realized because of the lack of time, information, assistance, encouragement, and incentive as well as the lack of sufficient personnel within departments to carry the workload during regular absences.

RECOMMENDATIONS:

The Staff Development Task Force recommends that:

I. The position of Personnel Librarian be created within the Library, and that the person filling this position have professional library training as well as training in personnel work.

II. The duties of this position with regard to staff development include the following:

   A. To study projected personnel needs to see how staff development activities would aid in meeting those needs.

   B. To recommend changes in existing activities, opportunities, and incentives which will lead to the establishment of a planned, comprehensive staff development program whose objectives are clearly stated and coordinated with the Library's objectives.

   C. To establish training programs for those in supervisory positions, whether new or incumbent.

   D. To make available to all staff members, on an annual basis (or more frequently if the occasion demands), descriptions of existing staff development activities and opportunities, and to assist them in taking full advantage of those activities and opportunities.

E. To establish procedures by which staff members at all levels can become involved in planning, operating, and evaluating staff development activities and opportunities.

F. To establish procedures by which staff members are able to analyze and implement their career and employment plans.

III. The Personnel Librarian work closely with the Department Heads/Supervisors to ensure that they will:

A. Help to plan, operate, and evaluate staff development activities and opportunities in conjunction with their staff members.

B. Help to collect and retain records of each staff member's training, personnel development, and continuing education activities and achievements.

Staff Development Task Force November 1973

Joanne Akeroyd

Mary Briggs

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Nancy Kline, Chairperson

Paul Price

SELECTED PORTIONS OF:

EVALUATION OF THE UNIVERSITY OF TENNESSEE/KNOXVILLE LIBRARY

Based on the Library Management Review
and Analysis Program of the Association
of Research Libraries

September 1, 1972 - May 31, 1973

Library
The University of Tennessee
Knoxville 37916
May 31, 1973

STAFF DEVELOPMENT TASK FORCE REPORT

Present University Staff Development Activities

In various areas of this study investigated earlier, viz., planning, organization, management, etc., the result generally has been to report a lack of formal programs, but evidence of informal organization. So, too, with staff development.

While there is no formal program of staff development for the UTK non-academic staff or the UTK library staff, there are benefits available to the general university staff, of which the library staff is a part and, in addition, benefits made possible by the library to its staff members. At the same time there is a recognition of the need for such a program in the University Personnel Office and the library director's office, each of these directors having voiced his philosophy and plans for implementing a staff development program.

On a university-wide basis the most appealing offering in the form of a fringe benefit is the availability of academic courses with a waiver of fees to all supporting staff and professional staff with the rank of instructor, or its equivalent, who are taking the course for graduate creditor as a prerequisite for graduate credit. Since many library staff members are still working for undergraduate degrees, this waiver of fees does not apply unless the course is related to the work being performed by the staff member and his application for the course has been approved by his supervisor, a library administrative officer and the university personnel officer.

Extension and non-credit courses offered by the Evening School are handled as are regular academic courses and auditing is usually at the discretion of the instructor. Time away from the library in order to take a course for credit or audit must be arranged with the supervisor, as well as with an administrative officer.

Another, and perhaps more recent innovation for the university, is the prevalence of training courses in specialized information and techniques, i.e., computers, which are available without cost to faculty and staff needing expertise in these subject areas. Concurrently, and for a longer period of time, the university has been the initiator of conferences, institutes and short courses which have local, state, regional, national and international implications and attract attendance from these geographic areas.

Enrollment without cost in these events for university personnel may depend on several factors: specialty requirements; sponsoring agent, who may supply necessary funds (federal grants) or require fees (academic department); and nature of conference, such as East Tennessee Education Association which has an open-door policy.

Within the University Personnel Office, which serves as agent for disseminating all policies and procedures concerning university personnel, there exist formal statements under which university offices and personnel operate: (1) recruitment and job placement, (2) an orientation program, (3) affirmative action plan for recruitment and appointment of minority groups, and (4) a grievance procedures program for non-academic staff.

Plans for enlargement of activities in this office include: (1) broadening the scope of recruitment activities, (2) inclusion of follow-up meetings in the orientation program, (3) training programs for underskilled applicants and for supervisors charged with completing personnel evaluation forms, and (4) an employee training and development program. Funds for this program are included in the 1973/74 budget request.

In the absence of a formally planned and fully implemented university-wide staff development program, the task force recommends:

1. That a staff development program be formulated and publicized, the program to reflect the opportunities within the university at all levels of academic and supporting staff.

2. That consideration be given to the equalization of benefits at all levels of staff with particular attention to the waiver of fees for undergraduate courses and requests for leave, these and other benefits to be available to supporting staff employed by the university for more than six months and at the discretion of the supervisory and administrative officers.

Library Staff Development Activities

The library, like the university, is without a formal staff development program, but is aware of components of such a program which exist within these two areas. The benefits within the university which are available to library staff are mentioned above, those within the library which exist for staff at all levels are: (1) an orientation program for beginning staff, (2) the publicizing of position vacancies as they occur, (3) encouragement to staff for enrollment in academic courses, (4) invitations to prominent outside librarians with specialities or particular interests to visit and participate in informal sessions with staff, (5) an annual lecture by an eminent librarian, this lecture publicized through various media and individual invitation to local and national library and academic circles, and (6) use of ad hoc committees for studying problems within the system. This experience serves to acquaint staff with overall library problems and to acquaint administrative officers with special abilities of staff members.

For all staff who do not attend heads' meetings there are weekly small group sessions with the Director. For the academic staff there is opportunity for participation in local, regional and national associations, workshops, seminars, etc., the library paying travel expenses on an allocated basis and giving preference to those who hold office or have committee assignments within the organization.

Several factors of recent occurrence call attention to the importance of and stress the need for a library staff development program: (1) the appointment of a staff member trained in personnel office procedures and (2) the reorganization of the Library Staff Association from a loosely formed group into one made up of various committees with specific purposes and duties.

The library administration, being aware of the expressed desire of staff for a more formalized program, has responded to this need by recognizing several areas of particular importance: (1) an in-service training program for academic, clerical and supporting staff, (2) no-cost university courses for non-degree persons, and (3) an increased travel budget with revised criteria by which it is expended.

In considering the problems which affect all categories of staff, the task force makes the following recommendations:

1. That the library administration consider encouraging staff to present in writing to their supervisors their yearly plans for intellectual and professional development.

2. That the library personnel office prepare a document listing and describing the opportunities for staff development which now exist within the university and the library.

3. That, within the context of overall library plans and in keeping with priorities of all library programs, the library administration give consideration to the design and implementation of a staff development program which will reflect the needs of all staff and will be in accord with university personnel plans and policies.

While the task force is in general agreement with all criteria as set forth in the analytical tables and other suggestions noted in the narrative statement of the chapter on Staff Development, it assumes that these criteria apply to the ideal or the hypothetical library. To state that the UTK Library should accept all criteria literally would be a mistake. Rather, we prefer to test the criteria against the conditions which prevail in the present and unfolding state of the library; to adopt those which we recognize to be of benefit; to adapt others which with slight modification, will enhance our programs; and to discard those which will only be a hindrance to the progress we hope to make in this area.

Specific Recommendations

1. That the University Personnel Office be requested to develop a staff training and staff development program for all levels of University staff that may benefit from such programs.

2. That in the University program, consideration be given to the equalization of benefits for staff employed by the University for more than six months, with particular attention to such items as: (a) waiver of fees for courses taken for undergraduate credit and (b) granting of leave.

3. That manpower plans be a consideration as staff development plans evolve.

4. That all plans, even though highly specilaized, of individual library staff members be given due consideration and resolved in the best interests of the individual and the library.

5. That the person or office charged with developing a staff development program be aware of: (a) the needs of all categories of entire staff and (b) the needs of all units within the library organization.

6. That this program, reflecting the needs of individuals and units, include plans judged to be most feasible for application within this library.

7. That this program be reviewed and altered as needed.

8. That this program relate to University-wide personnel policies and practices and be altered in keeping with possible suggestions for changes or improvements.

9. That high priority be given by library administration to the design and implementation of a staff development program.

10. That the drawing up of this program be the responsibility of the library personnel officer and that it be subject to review by top library administration and University personnel.

11. That the formal structure of the group working on this program be at the discretion of top library administration.
    a. That the group be representative of staff at all levels.
    b. That all staff members be encouraged to offer suggestions as plans progress.

12. That the University Personnel Office be consulted in an advisory capacity as plans develop.

13. That the library administration encourage staff to prepare, on an annual basis, individual plans for intellectual and professional development.

14. That these plans be presented to and discussed with the supervisor and forwarded to appropriate administrative officers.

15. That staff be made aware of all opportunities and any limitations in this area before preparing individual plans.

16. That any necessary interaction between individual development and departmental objectives be known to all staff members.

17. That existing opportunities, i.e., courses for audit or credit, seminars, specialized training courses, be publicized.

18. That programs within the library systems of interest to academic and non-academic staff be explored and implemented.

19. That various means of recognition be devised for participation in these career opportunities.

20. That the library explore the possibility of salary increases throughout the year to correspond with professional advancement.

21. That provision be made for up-dating individual personnel files as achievements in training, education and recognition are realized.

22. That consideration be given to engaging areas of the library in the training of interested personnel for advancement within the system.
    a. That these opportunities be available to all staff at various levels within the library units.
    b. That these opportunities exist between, as well as within, departments.

23. That the library administration give serious consideration to the expressed needs of staff for such a program and to the necessary facilities of space, time, staff and funds for accomplishing such a program.

STUDY TEAM REACTION TO

THE STAFF DEVELOPMENT TASK FORCE REPORT

Based on documentation from the Likert survey and interviews, the Study Team perceived staff development as an area requiring a high priority. The task force recommendation that the UTK Library pursue staff development within the framework of the UTK Personnel Office (charged with the campus-wide non-academic personnel function, staff development included) is a reasonable posture. The Study Team feels that the Library administration can and should initiate its own staff development program and must not necessarily rely upon the UTK Personnel Office to take the initiative for two basic reasons.

First, the need for staff development programs exists for both the academic and non-academic ranks of the Library. The UTK Personnel Office charge is restricted to the non-academic ranks and does not pertain to staff holding professional rank. No staff development program created by the UTK Personnel Office would hold a direct professional interest for the UTK Library faculty. Because of this, the Study Team strongly recommends that the Library administration assume the responsibility for creating and maintaining an active professional staff development program.*

Second, because the UTK Personnel Office is charged with non-academic personnel responsibilities for the entire campus, it is reasonable to believe that any staff development program it attempts to create and implement will require prolonged efforts because it must meet the general and diverse needs of the campus. To say that it must meet the general needs of the entire campus does not mean to imply that the Study Team feels specific needs of organizations will be overlooked. It does imply, however, that it may take an inordinate amount of time to coordinate efforts to accommodate the unique requirements of the UTK Library and non-academic staff.

In light of the urgent need of the UTK Library academic staff and the apparent delay in the Personnel Office providing the specific types of program required by the Library system, the Study Team suggests an alternative. It does not appear inconsistent for the Library administration to pursue the creation of a staff development program that would benefit the non-academic library staff as well as the academic staff. As long as the library staff development program does not run counter to the parameters established for the UTK Personnel Office, the Study Team feels the Library administration would retain its prerogatives.

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*As of this writing, a library staff committee is investigating the need for inservice seminars for all elements of the library staff. This is a laudatory step in the right direction.

Specifically, the Study Team recommends that the function of staff development be assigned to the office of the Library Administrative Assistant for Personnel. The first charge to the Administrative Assistant should be to identify all existing vehicles for staff development (as recommended by the task force) and publicize these opportunities regularly. The next step recommended is that the Administrative Assistant chair two committees whose charge should be to investigate academic and non-academic (respectively and separately) aspirations for staff development. Their basic purpose should be to discuss, decide upon and recommend to the UTK Library administration specific programs for staff development. They should be advisory bodies and provide for a means of staff input.

The Administrative Assistant's position should be one of coordination of staff and library requirements within the framework of the UTK Personnel Policies and Procedures Statements. Beyond this, this officer should be responsible for the implementation and monitoring of staff development programs through the advice of the two committees recommended above.

Throughout the task force and Study Team efforts, specific programs were discussed and merit mention. Among them, the task force specifically endorsed individual programs for personal development as developed by individual staff members. The Study Team feels that this program has merit, but should not be the sole vehicle for staff development. It should occur simultaneously with library-implemented programs.

The Study Team felt that this concept could be carried a step further by recommending that the Library administration be prepared to meet an individual's commitment to research and development by providing released time for an element of the person's research effort where deemed necessary and appropriate. The Study Team recognizes that there may be a UTK regulation disallowing released time with pay for these purposes, but points out that a twelve-month faculty appointment does not provide the opportunity for research and professional development that is inherent in a nine-month faculty teaching appointment. Library faculty face much the same criteria for peer and administrative review in their professional endeavors, but are severely handicapped in the amount of time available for professional expression and development. These arguments should be formally conveyed, if necessary, to The University of Tennessee administration.

SELECTED PORTIONS OF:

MANAGEMENT REVIEW AND ANALYSIS OF THE SMITHSONIAN INSTITUTION LIBRARIES

A report prepared by the Libraries Study Team

SMITHSONIAN INSTITUTION LIBRARIES

1974

STAFF DEVELOPMENT

Chairperson: Sharon Sweeting
Helen Nordberg
Marianne Cook
Lindsey Daly

INTRODUCTION

For the purposes of this study we have defined the following terms: training includes formal courses, formal and informal on-the-job training, orientation tours, conferences and meetings. Staff development encompasses the development and utilization of skills providing equally for personal growth and organizational needs. Training is a pre-requisite for staff development but does not necessarily lead to it. Training and development are of necessity confined within certain limitations, particularly budgetary.

PHILOSOPHY AND PURPOSES OF PRESENT STAFF DEVELOPMENT PROGRAMS

It is the philosophy of the present library management to encourage training and development. During fiscal year 1972-73, 46% of the total staff received some form of training, including attendance at conferences and meetings as well as formal on-the-job and in-service instruction. This is a sharp increase from preceding years. Twenty-five per cent of the staff received some form of training in 1971-72 and only 12% in 1970-71. Management believes this increase demonstrates its concern for training and ultimate responsibility for staff development; however, the responsibility is shared with first-line supervisors and with the individual employee. The first-line supervisors are requested to submit annually a list of staff members to be considered for training. Supervisors use different methods to present training opportunities to their staff. Some simply circulate a list for people to sign who desire training, while other recommend to certain employees particularly useful, job-related courses. We were unable to discern a concentrated effort on the part of first-line supervisors to plan carefully with each individual employee a career development program which would include long-range career aspirations, complete training programs and desired training for the next fiscal year.

Employees and supervisors demonstrate varying degrees of responsiveness. Highly motivated employees seek training either without or independent of SIL funding, or through SIL funded courses (e.g., U.S.D.A. and C.S.C.). Other employees feel that the first-line supervisors have the prime responsibility of encouraging staff members to undertake training courses. The supervisor however must take care not to raise unrealistic expectations in discussing possible job-related results of training programs.

The formulation of a staff development program is being considered by the Director. The goals and objectives of the proposed program are in the developing stages. The plans will involve the supervisors keeping in touch with personal goals of individuals and developing staff members in the direction of these goals. Each person, while acquiring the ability to work for the unit, should also be headed in the direction of fulfilling personal goals and growing within the organization.

The Director cites ADP (Automatic Data Processing) as the unique area in the library where needs and goals were reconciled. A person with an aptitude for data processing was encouraged to develop that aptitude because of the Libraries' need for automation skills. It is difficult to train in advance for new positions since the positions are often cut or must be used elsewhere. Whenever possible the Libraries' administration feels Libraries personnel currently employed are utilized to fill vacancies. However, the questionnaire circulated to the entire staff reflected a different view. Based upon past experiences, several staff members complained of an apparent reluctance to hire from within.

CURRENT TRAINING NEEDS (INCLUDING ORIENTATION)

Current training needs of SIL were listed by the Director as follows:

a. training to perform assigned tasks more adequately

b. basic ADP programs

c. people-handling skills for supervisors

d. operating skills for technicians including typing, key-punching, filing, driving, etc.

e. training for new equipment e.g., MTST

f. U.S.D.A. courses for technicians which may not be directly job related but which provide background information. (In years where training money is limited, priority has been given to job-related courses.)

Both top management and supervisors interviewed expressed the belief that individual employees should have a mechanism by which to make their training goals and objectives known and realized.

Many respondents to the staff development questionnaire recommended that an orientation of some form be instituted in the Libraries and for the Smithsonian Institution. The suggestions ranged from very inexpensive and brief tours to lengthy, formal, structured, carefully planned programs.

A tour of the Chesapeake Bay Center for Environmental Studies in Edgewater, Maryland was considered by many SIL staff members an orientation project. Approximately 35 SIL members attended the session on May 29, 1973 at the invitation of the librarian, Sheila Jones. Three other staff members reported an orientation tour of MNH in the past sponsored by the Office of the Director of MNH.

An SIL staff orientation program is in the planning stages. Responsibibility for development of the program will be assigned to a committee by the Director. The system consists of a video-cassette recorder, headsets, audio cassettes and a video tape recording system which includes a camera and cassette tapes. In addition to packaged courses, blank tapes can be used to custom design an orientation program for SIL and prepared by its staff.

CONTENT OF TRAINING PROGRAMS, TRAINING POSSIBILITIES AND RESPONSIBILITIES

Smithsonian Institution Office Memorandum 749 outlines the policy guidelines and procedures for providing training and development for Smithsonian Institution employees, both Federal and Private. Fourteen SIL employees enrolled in typing, secretarial, computer, and library technician courses during the period of 1971-73. Courses included Secretarial (3), Typing (1), Computer information (10), and four different library technician courses (8). During the same time span, Libraries' supervisors and managers attended a total of 13 different courses (funded by SIL) at C. S. C., U.S.D.A., and the University of Maryland, including Supervision I & II, Financial Management and Automation courses. These courses, like those available for technicians and clerical personnel, are not evaluated either for content or suitability to this particular library system. There is also no mechanism for observing the employee on the job to see if these new skills and ideas are actually utilized and therefore if the courses actually aid in employee development.

Training possibilities available to employees beyond C.S.C., U. S.D.A., and the University of Maryland courses seem unknown to the administration. (There appears to be little information as to precisely when a course at a local university, for example, might be funded by SIL.) The only motivation for independent outside training the Libraries' administration mentioned in interviews was that employees could see other employees who had had training moving ahead in the organization.

SIL, in the past, has offered little or no opportunity for employees to attend programs leading to baccalaurate or professional degrees. Within the past few years, a more liberal policy has been established. Employees have been granted leave-without-pay status to complete academic courses; more liberal leave policies have been established to attend local universities; and individual courses which are directly job related have been funded. Only one employee has advanced from the technician series into the professional series within the last three years. The motivation, however, has been almost completely individual.

SIL staff members specifically charged in the area of training include the following: the Assistant Director for General Services "evaluates staff performance and maintains a program for determining and providing for staff training needs"; the Assistant Director for Bureau Services is likewise "responsible for evaluating staff performance in branches and for maintenance of programs for determining and providing for training needs of staff in the branches"; the Administrative Officer's responsibilities include participation in the identification of training needs and location of training facilities of offering needed courses; and finally, the Administrative Librarian is charged with the implementation and execution of the actual training program. There is no training officer and no single employee who devotes his entire time to staff development or training.

FORMAL ORGANIZATIONAL SUPPORT

Management's concern for training seems to be reflected in the increasing budget allotment for these functions. Formal support for training in fiscal year 1971 consisted of .72% of a $743,800 federal budget. This includes travel for meetings and conferences, registration fees and formal courses, three from U.S.D.A. and two from the University of Maryland. It does not include administrative travel. On the private side .18% of the $49,000 budget was spent on two U.S.D.A. technician courses. In fiscal year 1972, .7% of the total $874,000 federal appropriation was spent on training. Once again this includes travel for meetings and conferences, registration fees and formal courses, including seven U.S.D.A. courses, 2 C.S.C and two University of Maryland. During the same period .8% of private funds of $49,100 was spent on one U.S.D.A. course. In fiscal year 1973, 1.0% of a federal budget of $1,330,600 was allocated to training related activities. Eight C.S.C. courses, twenty U.S.D.A. courses, a C. U. course, A.S.I.S. attendance and two Smithsonian Institution courses were involved. .4% of $50,800 in private funds provided training for four employees at U.S.D.A. and attendance at A.S.I.S. for fifth employee.

There is a growing concern that these additional monies be used efficiently and effectively. An Ad Hoc committee on training has been established to begin work immediately. Attempts will be made to determine training needs, to develop an evaluation procedure and to plan the early stages of a staff development program.

RECOMMENDATIONS: (in priority order)

Responsibility for staff development and training should be shared by individual employees, first-line supervisors, the Assistant Director for General Services and the Assistant Director for Bureau Services and a training committee in the following manner: individual employees are responsible for communicating their career goals to first-line supervisors; first-line supervisors are responsible for conducting the annual review of individual career goals. In conjunction with the Assistant Directors, they forward these interviews together with the estimate of their projected training and staffing needs to the Staff Development-Training Committee; the Assistant Directors should correlate the training needs of their divisions and make recommendations to the Staff Development-Training Committee.

1. Staff Development-Training Committee

A formal, standing training and staff development committee should be appointed by the Director from candidates recommended by Adcon.

A. Membership: to be composed of five (5) voting members, including two (2) professional librarians (one supervisory, one non-supervisory), two (2) technicians, and a permanent chairperson, plus the Administrative Officer who will serve in an ex-officio capacity. The chairperson should be an employee interested in training and staff development, to serve consecutive annual terms, not to exceed five (5), to maintain continuity. The four remaining voting members are to be rotated annually.

B. Responsibilities:

a. A comprehensive, written staff development program should be developed by the committee jointly with Excon. (See Recommendation 2).

b. Following the formulation of the program, the committee should be charged with making decisions on staff training and development, subject to approval by the Director and with the advice of the Assistant Directors. They should however, be receptive to suggestions from individual employees.

c. Consideration of annual reviews. (See Appendix 3.)

d. Evaluation of training programs. (See Appendix 4.)

e. Orientation tour. (See Recommendation 5.)

2. Program

The written program to be formulated by the staff development-training committee and Excon should provide for staff development at various levels: supervisory, professional and technical. It should incorporate the following proposals:

A. Management and supervisory

a. Care should be taken to follow Civil Service regulations requiring all new supervisors of four or more employees to complete 40 hours of training within the first six (6) months and 40 hours additional within the next 18 months.

b. All current supervisors who have not undergone this training should do so immediately.

c. Supervisors should be adequately trained and advised of their role in the area of staff development.

B. Professional

a. Professional training and staff development should include encouragement to attend professional meetings and conferences.

b. There should be a mechanism for professionals to advance without assuming supervisory responsibilities.

c. Professionals should be encouraged to seek new knowledge and skills in such areas as automation, subject specialty and management.

C. Technical

a. Library technicians and clerk-typists should have a clearly defined career-ladder representing increasing responsibilities with the possibility of moving into the professional series by way of the Civil Service Examination.

b. To accomplish the preceding goal, training should be encouraged that is not just job related but that which will aid in growth and development.

c. The possibilities of upward mobility should be imparted to all lower level employees.

3. Annual review

Annual reviews for individual career and development (see attachment 1) should be initiated by the Assistant Directors, who are so charged. The reviews themselves should be conducted by first-line supervisors in one-to-one conferences with each employee. Results of the reviews should then be communicated by the supervisors to the Assistant Directors to be incorporated into projected staffing needs and forwarded to the Staff Development-Training Committee.

4. Evaluation

So as to insure the optimum use of available resources (both funds and man-hours), the program should include procedures for evaluating training programs and relating them to manpower needs. (See attachment 3.)

5. Orientation tour

An orientation tour, including the tape presentations and personal tours through the Library, should be developed by the training committee.

6. Communication of training-staff development program

When formulated and approved by the Director, the Library management philosophy and programs (of training and staff development) should be promptly communicated through Adcon to the individual employees.

7. Permanent records

Training and educational data should be included in individual personnel files, to be periodically updated. This could be accomplished when the employee submits an evaluation of the training undertaken.

PROPOSAL FOR MANAGEMENT DEVELOPMENT

UNIVERSITY OF TENNESSEE LIBRARIES

KNOXVILLE

A. OBJECTIVE:

The purpose of this course is to present basic concepts of management with a focus on behavior within organizations. Through readings, films, questionnaires, and discussion, the participants will reflect upon their own managerial effectiveness and will be encouraged to further develop their philosophies of management.

B. TOPICS:

Meeting 1 Chapter 1: Management A Behavioral Approach

1. Management Defined
2. The Management Process
3. Skills of a Manager

Films: "Is It Always Right to be Right" and "Manager Wanted"

Meeting 2 Chapter 2: Motivation and Behavior

1. Motives - Goals
2. Motivating Situation
3. Expectancy and Availability
4. Personality Development
5. Hierarchy of Needs
6. Motivational Research
7. What Do Workers Want From Their Jobs

Motivation Questionnaire
Film: "Something to Work For"

Meeting 3 Chapter 4: Motivating Environment

1. Hawthorne Studies
2. Theory X and Theory Y
3. Human Group
4. Immaturity--Maturity Theory

Test of Imagination Questionnaire

Meeting 4 Chapter 3, pp. 53-56: Motivating Environment

1. Motivation--Hygiene Theory
2. Management Systems
3. Theory Into Practice

Film: "Who Did What To Whom"
Managerial Style Diagnosis Test

Meeting 5 Chapter 4: Leader Behavior

1. Leadership Defined
2. Trade vs. Situational Approach to the Study of Leadership
3. Leadership Process
4. Leadership Studies
5. Is There a Best Style of Leadership
6. Adaptive Leader Behavior
7. The Tri-dimensional Leader Effectiveness Model

Film: "Styles of Leadership"
Discuss the Managerial Style Diagnosis Test
Assign Personnel Relations Survey Questionnaire

Meeting 6 Chapter 5: Determining Effectiveness

1. Management Effectiveness vs. Leadership Effectiveness
2. Sources of Power
3. Successful Leadership vs. Effective Leadership
4. What Determines Organizational Effectiveness
5. Force Field Analysis
6. Integration of Goals and Effectiveness
7. Participation and Effectiveness
8. Style and Effectiveness

Film: "How Good is a Good Guy"
Discuss Personnel Relations Survey

Meeting 7 Chapter 6: Diagnosing the Environment

1. Environmental Variables
2. Personality and Expectations
3. Other Situational Variables
4. Style Adaptability
5. Developing Strategies

Organizational Climate Questionnaire
Assign Management Transaction Audit

Meeting 8 Chapter 7: Managing for Organizational Effectiveness

1. Life Cycle Theory of Leadership
2. The Influence of Cultural Change
3. Span of Control

Discuss Management Transaction Audit

Meeting 9 Chapter 8: Planning for Change

1. Increasing Effectiveness
2. Changing Maturity Through Behavior Modification
3. Levels of Change
4. The Change Cycles
5. Differences Between the Two Change Cycles
6. Change Process .
7. Managing Intergroup Conflict
8. Impact of Change on Total Organization

Film: "Overcoming Resistance to Change"

Meeting 10 Chapter 9: Management A Synthesis of Theory

1. Life Cycle Theory of Leadership and Motivation
2. Life Cycle Theory of Leadership, Management Styles, and to the Nature of Man
3. Life Cycle Theory of Leadership and Change

Review Previous Sessions

C. FORMAT:

The sessions will be conducted on successive weeks at a mutually agreeable day beginning the week of September 29. Each session will be of two hours duration.

D. TEXT:

Management of Organizational Behavior, Hersey, P. and Blanchard, K., Englewood Cliffs, New Jersey, Prentice Hall, 1972.

PROPOSAL FOR STAFF DEVELOPMENT

PROGRAM

LIBRARY
THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916

PROPOSAL

Communication Skills Series

Objective: To partially fulfill the mandate to provide a management skills package by mid-1974 as recommended in the Management Review and Analysis Program:

> That management and personnel develop a formalized management training program...for present supervisory staff and new supervisors and that this program be designed to develop such skills as proper communication, human relations, human resources management and motivation as well as supervisory procedures and proper personnel evaluation.

Steps in the Proposed Communication Series:

1. Small group workshop.
2. Human relations workshop.
3. Inter-departmental communication workshop.
4. Organizational relations workshop.

Intended Trainers: Dr. William Poppen and Dr. Charles Thompson, Educational Psychologists at UT-K.

Intended Participants: Heads of departments. It is proposed that new department heads and non-head supervisors participate in a similar program to be offered next year.

Outline of Steps: See attached sheets.

Management Skills Series: A program proposal is currently being developed in conjunction with the Director of Management Programs in the College of Business. The Communication Skills series is preparatory to the Management Series.

LIBRARY
THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916

STEP I: SMALL GROUP WORKSHOP

Purpose:	Increase the effectiveness of task defined committees in the Library.
Goal #1:	Workshop participants will be able to identify and relate the various stages a small group (committee) goes through in attaining a task.
Goal #2:	Workshop participants will be able to utilize specific skills and techniques to help a committee accomplish its task. (Accomplishing goals #1 and #2 will build both small group leadership and membership skills)
Skills:	Specific skills to be developed will be: 1. stating "expectations" of committee work. 2. stating "problem" or objective specifically. 3. listening for content/listening for feelings. 4. generating alternatives. 5. effective "complaining" within the group. 6. identifying members strengths for task accomplishment. 7. communication between group meetings. 8. making choices and decisions.
Format:	The skills will be developed in a series of three 2 hour training sessions. Activities involving all participants will be utilized for specific skill development. Lectures will be brief and infrequent.
Evaluation:	Each activity and each session will be rated by the participants. A utilization form will be circulated after the workshop to determine frequency of skill use and value of skills in committee work.

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THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916

STEP II: HUMAN RELATIONS WORKSHOP

Purpose: Increase the human relations skills of staff members in the Library

Goal #1: Workshop participants will be able to identify specific skills to be used in human relationships.

Goal #2: Workshop participants will be able to demonstrate the skills in simulated situations.

Skills: Specific skills to be developed will be:

1. clarifying another person's thoughts
2. identifying another person's motives
3. identifying inappropriate responses under stressful conditions
4. communicating personal position about an issue; "leveling" or "I" messages.
5. implementing "role shifts" to improve interpersonal relationships

Format: The skills will be developed in a series of three 2 hour training sessions. Activities involving all participants will be utilized for specific skill development. Lectures will be brief and infrequent.

Evaluation: Each activity and each session will be rated by the participants. A utilization form will be circulated after the workshop to determine frequency of skill use and value of skills in committee work.

STEP III: INTER-DEPARTMENTAL COMMUNICATION WORKSHOP

Purpose:	Increase the inter-departmental communication of staff members within the Library.
Goal #1:	Workshop participants will be able to state two reasons why they should interact and communicate with other departmental personnel in the Library.
Goal #2:	Workshop participants will be able to state the process they are to follow when they actually communicate with departmental personnel.
Goal #3:	Workshop participants will be able to state with whom within the Library organization they might best communicate in order to continue their own professional growth.
Format:	These goals will be obtained in a series of three 2 hour experiences. One will be an orientation session to plan inter-departmental exchange, for example, a visitation; two, will be the exchange or visitation; and three, will be a meeting detailing how communication should occur within the organization.
Evaluation:	These meetings will be evaluated at the end of the workshop by participants to determine whether the goals were achieved.

STEP IV: ORGANIZATIONAL RELATIONS WORKSHOP

Purpose:	Improve organizational relations for the Library.
Format:	Three meetings (two hours each) will be held with Library staff to determine ways organizational relations can be improved. In effect, this "task" oriented group will apply the learning of Workshop I, II, and III to improve organizational relations.
Evaluation:	The workshop will be evaluated by (1) the ideas and plans developed by the group, and (2) by the ratings of the value of the techniques "learned" in the previous workshop sessions.

LIBRARY
THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916

PROPOSED COMMUNICATION SKILLS SERIES SCHEDULE

Time Involved: 4 workshops; 3 sessions per workshop; 2 hours per session

Total: 24 hours

Schedule: Proposed is the following Tuesday-Thursday schedule:

Tuesday, April 16 Thursday, April 18 Tuesday, April 23	Step I	
		(TLA, April 25-26)
Tuesday, April 30 Tuesday, May 7 Thursday, May 9	Step II	
Tuesday, May 14 Tuesday, May 21 Thursday, May 23	Step III	(Flexible due to nature of workshop)
	Wednesday, May 15 Thursday, May 16	Hugh Atkinson
Tuesday, May 28 Thursday, May 30 Tuesday, June 4	Step IV	

Place: UGL 102-103

Time: 10:00-12:00

PARTICIPANT EVALUATION OF PROGRAM
AND
DESCRIPTION OF STAFF DEVELOPMENT PROGRAM

UNIVERSITY OF TENNESSEE - KNOXVILLE

1. Why did you participate in this program?
____Curious about the program
____Thought it might be helpful to me in my work
____Thought it might be helpful to me personally
____Assigned by my supervisor
____Other (please explain):

2. How helpful was the program?
____Very helpful
____Moderately helpful
____Slightly helpful
____Not helpful

3. In what ways was this program valuable? What did you learn that you didn't know before?

4. How interesting was the program?
____Very interesting
____Interesting
____Neither dull nor interesting
____Dull
____Very dull

5. Was the presentation
____Too long, ____Too short, ____or about right?
____Too fast, ____Too slow, ____or about right?
____Too elementary, ____Too advanced, ____or about right?

6. Would you recommend that this program be repeated for other new employees?
____Definitely yes
____Perhaps (please explain):
____Not at all (please explain):

7. What suggestions can you make for improving or extending this activity?

8. What other information about the library would you like to have at this time?

TO:

FROM: Department Visits Committee

SUBJECT: Visit of your department

The department visits committee has arranged visits to eight library departments. As you may already know, these are:

AGRICULTURE
LAW
NON-PRINT MATERIALS
SPECIAL COLLECTIONS
ACQUISITIONS
MUSIC
PROCESSING
SYSTEMS

The committee members would like to thank you for your willingness to participate in this project, and want to confirm that visits to your department are scheduled for the following times:

PRETOUR:
VISIT A:
VISIT B:

The committee members have been asked to experience a "dry run" of your presentation prior to the visits, and thus have scheduled the pretour. By then, a list of the staff members who are scheduled to visit your department will be given to you.

Since the committee was charged with designing a prototype for possible future visits, its members have outlined the enclosed general format for visits, and ask that you might try it out. As always, we are open for suggestions to improve it. Enclosed is also a compilation of questions submitted by staff members interested in visiting your department.

One suggestion which was discussed by the committee was to ask the head of each department to be visited, to write brief introductory comments and distribute them to the visitors prior to the tour. Such notes might include a statement of purpose, an outline of general work flow, or a chart relating the department to others in the library system or in the university. Although the committee agreed this might be a good way of saving time during the visit, we felt it was too much of an imposition to expect all the hosting heads to prepare. However, we pass on the suggestion for your consideration.

Thanks again for your help in initiating this series of department visits.

DEPARTMENT VISITS COMMITTEE:
Martha Rudolph (UGL-Cir)
Carolyn Hamlet (Main-Cir)
Dana Nitecki (ILL), Chairperson

Enclosures.

August, 1973

SUGGESTED FORMAT FOR DEPARTMENT VISITS (proposed by Department Visits Committee)

(The following is only a rough suggestion and will of course vary to reflect differences in the departments visited.)

I. INTRODUCTION (about 10 minutes)

(If at all possible, we recommend that this portion of the visit be presented in an area away from the main stream of your department's operations, preferably sitting around a table.)

- Self-introductions (head and visitors)
- Brief statement of department's purpose/function
- Department's relation to other departments in the library system
- Organization of department (e.g. division of labor between faculty and support staff)
- Relation to patrons (do you serve any special group? department? other libraries? other units of the university?)
- General overview of any special services, tools, equipment used
- Future plans

II. TOUR (about 20 minutes)

- Identify a typical example of one or two processes (e.g. charging in a book, retrieving & setting up a tape)
- Show facilities
- Introduce staff members, briefly noting their tasks

III. CONCLUSIONS (10 minutes)

- Stop at end or return to conference area if possible
- Open for any questions
- Distribute evaluation forms

After completing your visit to on please answer the following questions to give both the department and the visits committee some feedback about the tour program. When you are finished, simply mail it to Dana Nitecki--ILL Main, in the attached envelop.

NAME: (Optional):

Check one that applies: Faculty:____________ Supporting Staff:__________

Your job assignment falls generally in the area of

Technical Services:_______ Public Services:________ Support Services:_______

CONTENT OF VISIT

Were your questions answered? YES NO

Did the presentation go into (circle one)

too much detail

enough detail

insufficient detail

Did you gain any insight into the department's

purpose? YES NO

organization and work flow? YES NO

relation to other departments in the library? YES NO

What stands out in your mind as the most significant aspect of the tour?

PRESENTATION

Was it difficult to hear? YES NO

Was it difficult to see? YES NO

Was the group (circle one)

too large too small just right

Did you like the format of the presentation? YES NO

If not, what didn't you like about it?

OVERALL IMPRESSIONS

Do you feel more comfortable now to contact a staff member in this department? YES NO

Would you recommend that such visits be continued in the future? YES NO

Any suggestions about the format, organization, etc. of such visits will be welcome.

Thank you very much for taking time to fill this out, and for participating in the department visit.

THE UNIVERSITY OF MICHIGAN
UNIVERSITY LIBRARY

DESCRIPTION OF STAFF DEVELOPMENT PROGRAM

SC - P50
November 23, 1971

STAFF CIRCULAR No. P50

SUBJECT: Orientation Programs

Orientation programs for the staff of the University Library are described herein in two categories:

(A) Orientation of new academic staff members

(B) Orientation lectures and tours of departments and libraries

Section (A) on the orientation of new staff members is expressed only in terms of professional staff, since much of this aspect of orientation is provided for non-academic staff by University Personnel. Supervisors are encouraged nonetheless to apply relevant portions of Section (A) to new non-academic staff members. Section (B) applies to all staff members of the Library.

(A) Orientation of new academic staff members

There is a wide range of basic information which should be made available in the weeks and months immediately after appointment. This information includes basic personnel policies and procedures, the general organizational and functional relationships in the department to which the new staff member is assigned, a familiarity with the layout of the department, and an acquaintance with as many of his colleagues as time permits. The steps through which this information may be made available are outlined below.

(1) On the first day in the Library, the new academic staff member has an introductory discussion with the Assistant to the Director, which concentrates on personnel policies, staff benefits, and general information about the Library and the University. (This range of the orientation program is handled by University Personnel for non-academic staff members.) The new staff member is given the following, with discussion in appropriate instances:

(a) Orientation checklist

(b) Copies of brochures supplied by the Office of Staff Benefits

(c) Academic staff identification card

(d) Copy of position description

(e) Tentative schedule of orientation tours and lectures

(f) Miscellaneous (Constitution of Staff Association, Checklist of professional journals available for routing to staff, organization charts, etc.)

(2) As soon as possible the new staff member meets the Director, Associate Director, and others in the Director's Office. (The names of new staff members are sent to the Director's Office, which arranges for this meeting.)

(3) During his first days on the staff the new staff member is introduced to persons within his immediate unit, and to the heads of the other units within his department.

(4) The new staff member attends the next staff meeting of his department, and is introduced to anyone he has not already met. If general staff meetings are not held in his department, the staff member attends the next meeting of supervisors in the department. In both instances, the introduction of the new staff member, together with a brief biographical statement, is a major item on the agenda.

(5) A period of orientation to all aspects of the work of the new staff member's divisional library or department is concurrent with training in the specific position to which the staff member is assigned. The scheduling and organization of this aspect of the program will vary with the scope of the work of the divisional library or department, the number of separate units, and the size of the staff. The result, however, should be the same: within three months the staff member should have had significant contact with, and an explanation of, the work of each of the major components of the divisional library or department. The objective of this program is to familiarize the new staff member with the complete operation in which he has a part, with the result that his work will be both more meaningful and more effective.

(6) Although formal orientation to other departments for groups of staff members should always be arranged by those departments (see Section (B) below), an immediate tour and brief discussion of these facilities should be provided in appropriate cases by someone in the new staff member's own department. For example, a new staff member in the Catalog Information Section of Technical Services should receive within the first few days in his position a complete tour of the Graduate Library, including all of its major service units, and a thorough tour of the stack areas, with close attention to the locations of the major blocks of classifications. A new divisional librarian should receive a brief but comprehensive tour of the major units of Technical Services, with explanations of functions and procedures and introduction to appropriate heads of units. Because this orientation should be provided promptly and -- of necessity -- often on an individual basis, a formal orientation program scheduled at infrequent intervals will be inadequate for this purpose.

(7) In addition to the orientation of new staff members, some departments

or libraries may wish to present, solely for their own staff members, internal programs of lectures/tours on their own units. All staff members of the department or library would be included in this type of program.

(B) Orientation lectures and tours of departments and libraries

These tours and lectures will be presented at intervals throughout the year, with all staff members participating. Each department or library is responsible for developing a presentation of its own.

Schedules for the lectures/tours will be coordinated through the Assistant to the Director.

Frederick H. Wagman

Frederick H. Wagman
Director

Seattle, Washington 98195
February 11, 1972

DESCRIPTION OF STAFF DEVELOPMENT COMMITTEE AND DESCRIPTION OF STAFF DEVELOPMENT PROGRAM

TO: Washington State Library Commission

FROM: Subcommittee on ~~Management Seminars~~ Library Staff Development
Staff Council
Association of Librarians of the University of Washington

SUBJECT: Proposal to request a grant of $600 for the fiscal year 1971/72 and $2,500 for 1972/73 for the support of a series of management seminars, to be co-sponsored by the Association of Librarians of the University of Washington and Washington State Library, for in-service training of University of Washington librarians.

For some time the University of Washington Librarians, supervisors as well as personnel planning for middle management positions, have expressed their desire for on-job training courses or continuing education in modern management techniques and principles. Administrative theory taught in library schools has long been scarce and inadequate. Management seminars, institutes and conferences are sponsored and organized by various institutions and agencies. They either aim mainly at top-level personnel, such as the 1969 PNLA Annual Conference and the Institute for Advanced Study for Librarians, or they are arranged for public or special librarians, such as the October 1971 King County Management Workshop and the April 1972 Special Library Association's Continuing Education Seminar.

In response to these needs and realizing there has been no management seminar designed for the academic librarian in the State of Washington, on November 8, 1971, the Staff Council of the Association of Librarians of the University of Washington created the Subcommittee on Management Seminars. The charges to the Committee are:

1. To conduct a survey to determine the general response of the membership to an ALUW sponsored management seminar.

2. To seek means of funding a seminar.

3. To organize a management seminar during 1972 in the hope that this will generate a series of seminars and eventually become a staff development program within the library.

On November 15 and December 13, 1971, questionnaires were sent out and hearings held for all ALUW members. The results were as follows:

Interest:	54% enthusiastic; 41% moderate; 5% not at all.
Topics of most interest:	Management theory; communication; techniques of management.
Format:	Two major two-day seminars with flexible follow-ups to be held in the months of March, September, and November of 1972, and March of 1973.
Location:	Mainly on campus with the possibility of the second major seminar at an off-campus location.
Expense:	87% willing to pay up to $25 for the major seminars.

On November 19, 1971, this Committee met with Mrs. Ruth Hamilton, Washington State Library, and Mr. Peter Hiatt, WICHE, and presented the results of the survey and indicated our intention of seeking financial and planning assistance from the State Library and WICHE. Both Mrs. Hamilton and Mr. Hiatt recognized the need for, and the lack of, educational programs for the academic librarian in the Northwest region.

On January 17, 1972, Mrs. Elise Chin, Chairman of the Committee, consulted Mr. Marion A. Milczewski, Director of Libraries at the University of Washington, regarding Library administration support for conducting management seminars. She was informed that the Library has never had financial resources for this purpose, that there is no library budget for supporting management seminars. However, he said the Library administration is willing to contribute time in advising and cooperating with the Committee and to give the members of the Committee excused time for planning, follow-up evaluation, and involvement in the conduct of the seminars.

For the reasons stated above, the ALUW Subcommittee on Management Seminars submits this proposal to the Washington State Library Commission to request a grant of $600 for the fiscal year 1971/72, and $2,500 for 1972/73, for the support of a series of management seminars, co-sponsored by ALUW and Washington State Library, for in-service training of University of Washington librarians.

PROGRAM DESCRIPTION

Title: Management Seminars for In-Service Training of University of Washington Librarians

Objectives:

1. To fulfill the immediate needs of the on-job middle level supervisors.
2. To initiate non-supervising librarians into management thinking and awareness of organizational problems and acquaint them with modern management theories and techniques. This would ultimately allow the non-supervising librarians the opportunity to express their ideas and to share in the decision making process.
3. To generate the development of a long-range continuing education program for the entire University of Washington Library staff.
4. To develop a model of management seminars which could be adopted by other academic libraries in Washington State.

Procedures:

1972	
Feb. 1 - May 10	Preparation and submittal of the proposal Planning of the first major seminar
May 11 - 12	First major seminar
June 2	One day meeting to evaluate the first major seminar and to construct plans for the second major seminar and the follow-ups
Sept.15 - 16	Second major seminar
Oct.	Evaluation and planning of the first follow-up seminar
Nov.	First follow-up seminar (two afternoons)
1973	
Feb.	Evaluation and planning of the second follow-up seminar
Mar.	Second follow-up seminar (four evenings)

LOCATIONS AND FACILITIES

Meeting for planning	Conference Room, Suzzallo Library
First major seminar	Undergraduate Library Conference Room
Second major seminar	University of Washington Continuing Education Center at Lake Wilderness
First follow-up seminar	Conference Room, Suzzallo Library
Second follow-up	Undergraduate Library Conference Room

STAFF

Vernon E. Buck	Leader of the Seminars Associate Professor of Administrative Theory and Organizational Behavior; Director of the Doctoral Program at the School and Graduate School of Business Administration, University of Washington. (Vita enclosed)
Ruth H. Hamilton	Consultant on planning, budget and facilities. Consultant, Washington State Library.

Members of the ALUW Subcommittee on Management Seminars:

Elise Chin, Chairman
John Mayeski
Wilma Pfeifer
Nancy Wagner
Muriel Wood
Marna Tallman, ex-officio

BUDGET

Estimated cost:

Honorarium for leader (6 days at $300 per day)	$1,800
Supplies, printing, equipment, etc.	900
Planning	400
Room and board for second major seminar (35 persons at $18 per day per person)	1,260
Total	$4,360
Total grant requested	$3,100
Total amount to be contributed by participants	1,260
	$4,360

Enc.

cc: Mr. Marion A. Milczewski
Professor Vernon E. Buck
Mrs. Ruth Hamilton
Mr. Peter Hiatt
Mr. Richard C. Berner
Members of ALUW Subcommittee on Management Seminars

DESCRIPTION OF STAFF DEVELOPMENT PROGRAM

BOSTON UNIVERSITY

To: John Laucus

Date: May 28, 1973

From: Jeanette Friedenson

Subject: Proposed Supervisory Training Program

As you know, two different groups were involved in the development of a proposal to establish a Supervisory Training Program at Mugar: the ALC-sponsored Committee to Propose a Supervisory Training Program and the ad hoc Section Supervisors Interested in a Supervisory Training Program. Below are outlined the guidelines which these two groups jointly recommend for such a program.

A. Organizational Guidelines

1. There should be twelve bi-weekly sessions (more if needed), with monthly follow-up meetings.
2. Topics discussed may progress as the group feels the subject matter has been adequately covered.
3. Sessions will last from 1½ to 2 hours.
4. The schedule of sessions will be flexible (to accommodate vacations, etc.).
5. Dorothy Ladd will be asked to be the permanent advisor to the group and to attend the meetings.
6. A rotating member of the ALC will be asked to attend each session and to take responsibility for reporting on the meeting to the ALC.
7. A rotating member of the supervisory group will chair each meeting. The chairman for each upcoming session will have the responsibility for preparing a bibliography of pertinent reading material, and, if necessary, for extending an invitation to a speaker for the group.
8. Fourteen persons will be invited to attend the meetings: Catherine Arthur, Susan Walther, Theodora Saidman, Michael Lynch, Paul Twist, Donald Keefe, Diane Saunders, David Goding, Cloe Johnson, James Baker, David Sauer, Carole Sargent, Joan Pew, and Victor Michel.
   a. Those who attend must be prepared to involve themseleves in the developmen of the program.
   b. They must attend as many of the sessions as possible.
   c. Their supervisors will be asked to make provision in work routines to permit preparation for, and attendance at, the scheduled sessions, as much as this is possible.
9. A rotating secretary from the group will take minutes. The rotating secretary may make arrangements for another person to attend and take the minutes.
   a. Minutes are to abstract the topics discussed.
   b. Minutes are to be posted or distributed to the staff, with the topic of the next meeting attached.
   c. Supervisors are to meet with their staffs for discussion of the staffs' views of, and comments upon, the topic, so that the supervisors may bring this input from the staff to the next meeting.
10. Required readings will be kept on Reserve.
11. At the termination of the formal sessions, the group will jointly formulate a written report on the project, with a bibliography of pertinent readings attached for the future reference of the supervisors. These readings may be placed on Reserve.

OFFICE OF THE DIRECTOR
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BOSTON UNIVERSITY LIBRARIES

(continued next page)

B. Session Guidelines

1. Introductory sessions (two or more, as needed)
    - a. To meet with John Laucus, Director
    - b. Goals of the group to be discussed
    - c. Subsequent meetings, independent of scheduled sessions, to be held with the Director upon the group's request for information on the concerns, goals, and problems in the Director's Office
    - d. General Library familiarization
2. Sessions 1 and 2 - Fundamentals of Management and Supervision
    - a. What is management and supervision?
    - b. Aspects of leadership; aspects to avoid, to develop.
    - c. Authority and responsibility.
    - d. Attitudes about supervision, suthoritarian vs. laissez-faire.
    - e. Decision making.
    - f. Problem spotting and solving.
3. Sessions 3 and 4 - Role of Supervisors
    - a. The role of the supervisor within the Library and within the university structure.
    - b. Workshop on formulation of the individual supervisor's specific goals and objectives.
    - c. Feelings of the supervisor in that position.
    - d. Dual responsibility of the supervisor to his staff and his supervisor.
    - e. Ombudsman.
    - f. Overall organizational climate and attitudes as they affect the supervisor
4. Sessions 5 and 6 - The Employee as a Person.
    - a. Human relationships and behavior in the work environment.
    - b. Attitudes toward the job.
    - c. Ethnic, race, sex, professional, non-professional, clerical, student, part-time, and handicapped workers.
    - d. Tardiness, absenteeism, emotional problems affecting work, alcoholism, drug-related problems.
5. Sessions 7 and 8 - The Employee as a Worker.
    - a. Hiring and firing.
    - b. Initial and terminal interviews.
    - c. Orientation - training and retraining.
    - d. Evaluation - periodic and daily.
    - e. Outstanding vs. average workers.
    - f. Motivation.
    - g. Disciplinary problems, grievances, gripes.
6. Sessions 9 and 10 - Organizational Procedures.
    - a. Problem spotting and solving.
    - b. Setting goals.
    - c. Making plans.
    - d. Scheduling.
    - e. Assigning work.
    - f. Controlling work.
    - g. Reviewing and revising current work procedures.
    - h. Maintaining and improving the quality and quantity of work.
    - i. Evaluations, memos, reports, proposals, and manuals.
    - j. Avoiding and dealing with emergency situations.
    - k. Job descriptions - purpose and utilization.
    - l. Overall organizational climate and attitudes as they affect the supervisor.
    - m. Dealing with change.

n. Technical knowledge and competence of the supervisor.
o. Discussions on data collection.
p. Cost reduction.
q. Supervising supervisors. Delegating authority.
r. Special problems of the working supervisor.

C. Monthly Follow-Up Meetings: Application - Guidelines

1. Discussion of real problems and concerns.
2. Problem solving labs.
3. Designing new programs for in-service training, developing guidelines for new supervisors on an individual basis (manuals).
4. Follow-up meetings.
5. Periodic refresher courses.

The two groups are anxious to begin implementation of their proposal as soon as possible. I have already talked with Mrs. Ladd regarding her proposed role as permenant advisor to the supervisory group; she has graciously agreed to accept that responsibility as much as her physical condition will permit.

Respectfully submitted for both groups,

Jeanette O. Emedenson

DESCRIPTION OF STAFF DEVELOPMENT PROGRAM

Staff Development Opportunities at UTK Library:

A Checklist

March 1974

Preface

Staff Development at the UTK Library is a means of providing opportunities for our staff to grow professionally and personally.

It is recognized that self development is an individual prerogative. Therefore, the library attempts to provide a variety of meaningful opportunities through which an individual may develop his/her horizon about the operations of the library.

As a program, Staff Development is an ongoing process of investigating and proposing activities that will serve to create a better informed and more motivated staff. The Staff Development Office welcomes your suggestions.

COMMITTEE PARTICIPATION

Staff members are asked to serve on ad hoc committees that are usually task defined. The philosophy of consultative management underlies this form of staff input which precedes administrative decision-making. Committee reports are submitted to the Department Heads for their reaction and advice to the Library Administration.

CONFERENCES, WORKSHOPS, SEMINARS, ETC.

Library staff members are given the opportunity to participate in professional association activities and programs through released time and/or payment of expenses. Selection of staff to attend conferences with expenses paid is handled by a Travel Evaluation Committee that screens travel requests and recommends awarding of funds to the Library Administration. Priority is given to committee members, officers of professional associations, and program participants.

DEPARTMENTAL MEETINGS

Department heads are required to hold departmental meetings with their staff after Heads Meetings to inform the staff of what was discussed and to answer questions. Minutes of the meetings are posted.

The agenda, outlining topics to be discussed at the next Heads meeting, is distributed to each department and posted several days before the meeting. Staff members are invited to offer comment to their department head about the topics to be discussed.

DEPARTMENTAL VISITS

The library has a Departmental Visits Program in which one department per month is asked to host a visit for staff.

The primary purpose of the program is to acquaint the staff with the functions and workflow of various departments of the library. Staff members also become better acquainted with the people who work in different departments.

Scheduling is done to accommodate the hosting department, while efforts are also made to accommodate all who sign up to attend. The hosting department determines how many people can be comfortably accommodated per visit. The Staff Development Office coordinates these efforts with the department heads.

EDUCATIONAL ASSISTANCE FOR UTK LIBRARY EMPLOYEES

Full time employees with a minimum of six months continuous service may enroll in one undergraduate course per quarter without payment of fees.

Full time employees who have been accepted by the University of Tennessee Graduate School may take a maximum of six quarter hours per quarter without payment of fees.

There appears to be no time restriction for employees taking graduate level course work.

The library will grant a maximum of five hours a week to an employee who requests released time for the pursuit of course work that is work related. Because the first responsibility of the library is to provide quality service to the university community, the Library Administration reserves the right for final authorization for any time released for course work.

An employee may request an adjustment of his/her normal schedule in order to take courses that are not work related. Staff members should consult their department heads about possibilities of rescheduling.

EMPLOYMENT HANDBOOK

Campus Personnel issues a UTK Supporting Personnel Handbook at its orientation session. A Library Employee Handbook is projected for fiscal year 1974-75. It will be compiled by the Staff Development Librarian.

IN-SERVICE ACTIVITIES

The Library has established a pattern of inviting seminar speakers from the field of librarianship and related fields to speak to the Library staff. Social functions usually accompany such seminars to provide the staff with opportunities to speak informally with invited speakers.

The Graduate School of Library and Information Science has a colloqium series which UTK Library staff are invited to attend. The Staff Development Office has initiated communication with the school to provide the UTK Library staff with information about programs of interest to the staff.

The Staff Development Office investigates and plans in-service activities according to expressed needs of the staff, and the availability of appropriate speakers or discussion leaders. Consideration must also be given to the schedule of other planned activities in the library. The staff is encouraged to suggest seminar topics, and should bring suggestions to the attention of the Staff Development Office.

INTER DEPARTMENTAL ACTIVITIES

Several departments within the library involve the staff in in-service activities pertinent to the operations of the department. For example, the Main Reference/Documents Departments has Friday morning seminars of reference subject areas. Intended primarily for reference staff, other interested staff may attend.

The Undergraduate Reference Department and Main Reference initiated a practice whereby they exchange one person from each staff for the period of one month. Other departments have voiced the desirability of participating in exchanges and/or internships.

The Staff Development Librarian is currently visiting departments to find out departmental activity needs. Some exchanges and internships are being planned, as well as departmental roundtables and visits to local library facilities.

NEWS NOTES

Library News Notes is issued monthly as a forum for in-house staff communication. The Library Staff Association has a regular section in *News Notes* entitled "Bull Sheet." The employee newsletter issued from Campus Personnel is issued regularly and is titled "Staff Stuff."

ORIENTATION FOR NEW STAFF

Campus Personnel Office has an orientation session for new employees. All new staff are expected to attend. New Library staff members are notified of the time and location of the session by the Library Business Office.

To supplement the Campus Orientation, the Staff Development Librarian gives a Library Orientation for new staff during the first weeks of employment. The session consists of a discussion of Library purposes, policies, regulations, and its organization.

The Library Orientation provides an opportunity for the new staff to raise questions and find out about the services offered by the library.

New employees are asked if they would like a tour of the Main Library facility. The option of attending a seminar on "How to Use the Library" is also offered to new staff.

Departmental Orientation

Department heads, or delegated personnel, are responsible for introducing new staff to the department itself and related departments. Work routines and flow, procedures, policies and regulations of departments constitute the new staff member's departmental orientation. Introduction to staff and physical facilities is included. Necessary on-the-job training is also part of one's departmental orientation.

PERFORMANCE EVALUATION

The process of evaluating the performance of the library staff occurs semi-annually. Employees who have been employed a minimum of three months are evaluated by their supervisors. Supervisors may request that those whom they supervise evaluate them. Self evaluation for all is encouraged.

The developmental intention of evaluation is to ascertain one's level of performance and outline ways performance can be improved.

POLICIES, PROCEDURES AT UTK LIBRARY

Library policies and procedures are recorded in the UTK Library Policies and Procedures Manual. It contains all written policy and procedure statements for easy consultation by staff. Library policies are in accord with the UTK Personnel Policies.

RECRUITMENT

Recruitment of Clerical and Support Personnel

Clerical and supporting personnel are requisitioned through Campus Personnel. That office refers candidates to the Library Business Office, located in the Main Library, to coordinate interviews for candidates with department heads.

Transfer Opportunities

Position vacancies in the library and across campus are posted on staff bulletin boards. Should a library employee decide to interview for a position vacancy in the library, he/she should inform his/her supervisor, then contact the Library Business Office to initiate the coordination of the interview. Library position information (requirements, salary, etc.) is available from the Library Business Office.

Normally University employees must work a minimum of six months before transfer applications will be honored.

Recruitment of Academic Personnel

The Director of Libraries conducts preliminary interviews each March and April for positions available for the following fiscal year. The Director visits selected library schools to identify the outstanding new graduates.

Vacancies for academic positions in the library are announced by the Director. Internal and external candidates are solicited. Applications are available from the Office of the Director.

Selected qualified candidates are then invited to be formally interviewed by pertinent staff at all levels. Reactions from the staff are submitted to the Library Administration which reviews reactions, then makes the final decision concerning recommendation for appointment to the Vice Chancellor for Academic Affairs.

STAFF ASSOCIATION OF UTK LIBRARY

The Library Staff Association is a voluntary association of staff members. Special projects and social events are coordinated through the officers of this association. Committees existing now include the Hospitality, Social, Projects, Election, Staff Room, Communications and Education, and William H. Jesse Library Staff Endowment Committees. The UTK Library Staff Association is affiliated with the American Library Association's Staff Organizations Round Table.

Mary E. Baker Scholarship

The Mary E. Baker Scholarship is available to UTK Library staff. The Scholarship is designed to provide financial assistance for study towards a graduate degree in library science at an ALA accredited library school as a full time student.

Any college graduate who has worked at the UTK Library (faculty, clerical and supporting, or student assistant) for one year of continuous employment is eligible to apply for the Scholarship. Details are available from the Scholarship Committee members.

STAFF SUGGESTIONS

Library suggestion boxes are placed in the staff rooms for staff to make suggestions or ask questions.

THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916

DEPARTMENT OF
EDUCATIONAL PSYCHOLOGY AND GUIDAI

STAFF DEVELOPMENT INSTRUCTIONAL MATERIALS

MEMORANDUM

TO: Participants in the Communication Series DATE: May 20, 1974

FROM: William A. Poppen, Ph.D.
Charles L. Thompson, Ph.D.

This note is to remind you that the communication series workshop is past the mid-point. As you may or may not know, the series has been somewhat restructured to include some of the concepts and skills of transactional analysis. There will be two more meetings concerning TA. One of these meetings relates specifically to games played in committee meetings.

We believe that learning about transactional analysis will increase your understanding of the kinds of communication which can either block or facilitate group work. Our future assignments will also include reading and discussing I'm O.K. - You're O.K.: A Practical Guide to Transactional Analysis by Thomas A. Harris. The book is available in paperback for $1.95 and is published by Avon Publishers.

The third module of study, on Inter-departmental Communication, which was originally scheduled, has been redesigned as an independent learning activity. Two or the final three meetings will include study of "effective complaining" as a means of improving interactions with patrons.

Next week each participant in the workshop will receive a syllabus of the activities which have been covered and of the remaining activities in the series. Specific reading and viewing assignments will also be made. The final meetings are scheduled for:

May 21
May 23
May 28
May 30
June 4
UGL 102-3, 10-12 AM

Hoping to see you there.

WAP-CLT;bj

LIBRARY
THE UNIVERSITY OF TENNESSEE
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Module: Committee Work

I. Strength Testing

Rationale

People are often unaware of their latent resources; they know more about their problems than their potentials. Experts estimate that successful people actually rise well below 50 per cent of their capabilities.

If people can see themselves and others as truly competent individuals who can make valuable contributions to group tasks and if the special abilities of people are clearly identified better use of resources will be made.

Objectives

As result of the "strengths" exercise, participants should be able to

a. identify one potential strength that had previously been minimized
b. identify one additional "strength" of at least two of their co-workers
c. apply their learning about "strengths" in one personal or professional situation.

Readings

see attached material from Chapter 8 of For Those Who Care. by Thompson and Poppen.

Self-Evaluation

1. Have you achieved the objectives listed above?
2. My three most outstanding positive physical characteristics are
a.______________________ b.______________________ c.______________________
3. My three most outstanding positive personality characteristics are
a.______________________ b.______________________ c.______________________
4. My three most outstanding positive professional characteristics are
a.______________________ b.______________________ c.______________________

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Module: Committee Work

II. Values Voting and Values Continuum

Rationale

Every day, every one of us faces situations in which we must share our thoughts, make decisions and take action. Ideally we are able to act in ways that are consistent with our values. But, do we always know our values? Are we aware of our own values and the values of those with whom we work daily? Typical areas of confusion about values are: politics, religion, censorship, work, philosophy of life, money, health, love, need for authority, etc. These value differences influence how people function in committee work. It is probably impossible to check these values at the door and approach group decisions from an altruistic perspective. Nor, are we able to understand the seemingly (to us at least) irrational positions of others unless we are aware of the subtle, yet definite influence personal values play on professional cooperation and conflict. Our values tend to support a network of "hidden" agendas in our seemingly "open" committee meetings.

Objectives

As a result of the "values" activities, participants will be able to

a. state "expected" reactions to various issues which arise in committees and at work
b. utilize a technique which clarifies where people stand on an issue rather than merely presenting a yes or no position.

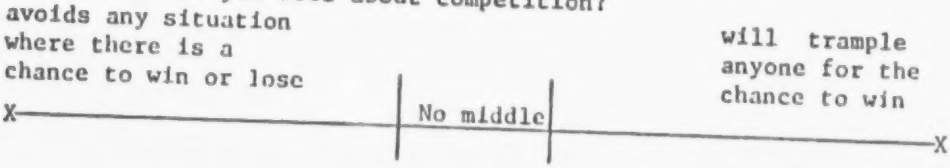
Readings

Chapters 12 and 13 of I'm O.K. - You're O.K., Harris.
P-A-C and Moral Values, and Social Implications of P-A-C.

Self-Evaluation

a. respond to Values Checksheet (attached)
b. do a values continuum with a friend. For example:

How do you feel about competition?


avoids any situation where there is a chance to win or lose
X
No middle
will trample anyone for the chance to win
X

Values Checksheet

Fill out A, fold over and ask a friend to check how they see you in column B, fold again and ask another friend to rate you in column C.

A	B	C	Are you someone who:
			1. Will stop the car to look at a sunset?
			2. Puts things off?
			3. Will publicly show affection for another person?
			4. Will do it yourself when you feel something needs doing?
			5. Will order a new dish in a restaurant?
			6. Could be satisfied without a college degree?
			7. Could be part of a mercy killing?
			8. Is willing to participate in a T.A. group?
			9. Eats when you are worried?
			10. Can receive a gift easily?
			11. Would steal apples from an orchard?
			12. Is apt to judge someone by his or her appearance?
			13. Would let your child drink or smoke pot?
			14. Needs some time alone?

Modified from Educational Leadership by Simon & Massey, May, 1973.

LIBRARY
THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916

Module: Committee Work

III. Problem Solving

Rationale for problem solving activity

1. To study the sharing of information in task-oriented committees
2. To focus on cooperation in committees
3. To observe the emergence of leadership behavior in committee problem-solving
4. To examine committee member behavior which tended to facilitate or impede progress toward the task completion

The problem solving activity, asking you to determine how many mipps, lutts, dars, etc., there were in one mir,provided an opportunity for each of the three committee groups to meet the four objectives listed above. Apparently several good leadership behaviors emerged in each group as each group finished the task in record time.

LIBRARY
THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916

Module: Committee Work

IV. "Listening" Activities

Rationale

Listening behavior can be improved by attending to the "feeling state" of the other person. One may choose to clarify and label that feeling or respond only to the content.

Objective

As a result of the workshop experience, participants will be able to write a "level" three response to another person's feelings.

Readings

(attachment)

Self-Evaluation

Do the practicing responses on the attachment.

Listening Activity

I. Formulate feeling responses to statements:

"You feel..."
"You are feeling..."

Example: sad, depressed, down and out, confused, happy, elated, up, angry, frustrated, uptight.

II. Feelings are about thoughts, behavior or actions. What is the reason for this feeling?

a. Identify reason for feeling in a statement.
b. Practice responding to the feeling and content or the reason for the statement:

"You feel ____________ because ____________."

Example: "You feel hurt that John is spreading gossip about you because you thought he was your friend."

This type of response is called a level three response.

III. Now that you have identified the feeling and what the feeling is about, what would he like to happen or where would he like to be?

"You feel ____________________ because ____________________ and you want ____."

Example: "You feel hurt that John is spreading gossip about you because you thought he was your friend and you wish you knew a way to get him to stop.

This type of response is called a level four response.

Statements for Practicing Responses

Following are some statements you might want to use in practicing the various levels of responding. It is suggested that you respond to the statement using a level three response; and then respond at a level four.

1. Boy, you should see what I've got a date with tonight! Wow! But I sure am short on cash.
2. He makes me so mad that I'd like to take something and knock the devil out of him.
3. I just can't face it any more. I'm sick and tired of fighting the rat race.
4. Boy, I've really pulled one this time. I'd just like to find a hole somewhere and crawl in.

IV. If it is appropriate, you may move on to another level of listening which is mutual problem-solving about how to get where the speaker would like to be.

Example: "You feel hurt that John is spreading gossip about you because you thought he was your friend and you wish you knew a way to get him to stop. What do you think you might do?

This type of response is called a level five response.

STAFF DEVELOPMENT INSTRUCTIONAL MATERIALS

Spring 1975

Training Area: Management

Program: Implementation of Performance Objectives System

Participants: All librarians and supervisory staff

Time: Three Hours each session; sessions scheduled by departmental units.

Objective:
1) To present the background on an appraisal process for library staff;
2) To discuss the process of establishing performance objectives and their relationships to the appraisal process;
3) To provide experience in writing performance objectives

Basic Outline for Workshop on Setting Performance Objectives

I. Background
  A. The Need for An Appraisal Process for Librarians and Supervisory Staff
  B. Structure of Appraisal System and Purpose

II. Performance Objectives

  A. Relationships of Performance Objectives to the Appraisal Process
  B. What are Performance Objectives
  C. Advantages to Setting Performance Objectives
  D. Limitations - Possible Problems - with Performance Objectives
  E. Steps in Setting Performance Objectives
  F. Practice in Writing Objectives and Discussion Among Participants of Written Objectives
  G. Explanation of Implementation Schedule for Performance Objectives System

Columbia University Libraries

Material Distributed to
Participants (1975)

PERFORMANCE OBJECTIVES

A performance objective is a statement describing the conditions that will exist when a key area of a job is being well done.

Performance objectives imply neither a fixed (rigid) standard nor a static level of performance. They contain the idea of striving for achievement that is not merely acceptable but outstanding.

Performance objectives may be both qualitative and quantitative but should always be qualitative. The number of objectives will vary depending on the type of position and level of position.

I. Advantages of Setting Performance Objectives

A. Primary Advantages

1. Manager and staff member agree on responsibilities of position.
2. Staff member knows in advance the basis for evaluation.
3. Provides self-evaluation for staff member.
4. Provides improved communication between manager and staff member.
5. Provides motivation for staff member since it helps individual set targets that are both challenging and reachable.
6. Provides a method of determining developmental/training needs.

B. Related Advantages

1. Provides a planning tool for manager and staff member (i.e., identifies weak areas in work flow, work assignments, schedules).
2. Provides on-going means to monitor unit objectives.

II. Principles for Setting Objectives

A. Focus on performance objectives on job, not the individual -- MEASURE FOR RESULTS.

B. Objectives must be measurable. (Words to avoid in writing objectives: adequate, necessary, satisfactory, appropriate, reasonable, attractive format, etc.

C. Objectives should be realistic.

D. Objectives should be stated clearly and concisely.

E. Establish objectives for the most important elements of the job, not only the simpler tasks.

F. Objectives should be sufficiently flexible to account for changes in priorities, extenuating circumstances.

G. Individual performance objectives should relate to objectives of the unit and the library system.

III. Steps in Setting Performance Objectives

A. Manager and staff member review position description and agree on priorities of responsibilities and assignments.

B. Manager asks staff member to begin by outlining objectives:

1. Allow no more than a week for completion of this task.
2. Manager will also outline objectives for the individual.
3. During this period, manager and staff member will discuss as necessary.

C. Manager and staff member meet to review objectives.

D. Manager will discuss and review with his manager.

E. With input from senior manager, the manager and staff member will discuss and agree upon performance objectives.

F. A written copy of the performance objectives will be retained by the manager and staff members until the appraisal interview.

IV. Schedule for Setting Performance Objectives with Staff

A. The manager will begin extablishing objectives with staff within a week after attending the explanatory meeting.

B. The manager will establish objectives with at least two people a week.

C. Three months after setting objectives with an individual, the manager will conduct the first appraisal based on the first set of objectives. Revised objectives should be established.

D. Six months after this appraisal and resetting of objectives, the manager will initiate another appraisal and again reset objectives.

E. Six months after this appraisal, the manager will initiate another appraisal and again reset objectives. At this point objectives should become more meaningful and measurable.

F. After this, appraisal and objective setting should be conducted no less than on an annual basis and more frequently when performance objectives require.

NOTE: The manager and staff member retain a copy of the objectives and appraisal review. They are not to be sent to Library Personnel. Only the current year's appraisal and objectives should be retained.

SUGGESTED QUESTIONS TO CONSIDER IN SETTING OBJECTIVES AND APPRAISAL INTERVIEW

The appraisal review is primarily a time for the staff member to discuss ideas and problems about his work. The staff member should be encouraged to talk and should generally set the tone and direction of the interview. The manager can raise general questions to guide the discussion. The manager should consider the following as areas for discussion:

Results the last year.

Accomplishment on previous stated objectives.

Was there agreement on the priorities.

What takes up most of the time on the job.

What were the problems.

Is there anything that prevents the individual from doing the kind of job desired.

What are costs, trouble spots, waste.

Are there ways that the manager could be more helpful.

What should be concentrated on for the coming year.

Any changes that should be planned for.

What are individual's major professional commitments for the next year.

What objectives should be set for the coming year (6 months, etc.).

The focus of the discussion should be kept on performance. If questions of salary or advancement are raised they should be discussed in a separate interview.

APPRAISAL PROCEDURE

1. Preliminary Assessment. Prior to writing the appraisal, give careful consideration to the following:

   a. The performance objectives agreed upon;

   b. Suggestions for meeting the developmental needs of the individual;

   c. An estimate of the individual's potential, in developing him within the context of his present job.

2. Complete the appraisal form using the attached instructions.

3. The Review with Your Immediate Supervisor. This step is necessary for several reasons:

   a. You as a supervisor have the responsibility for reaching your objectives and those of your staff;

   b. The review process provides your supervisor with information on your staff which he needs to obtain an understanding of the relationship of the performance of your staff to others;

   c. Your supervisor may have a broader view of the organization and of the possibilities for training, advancement, etc., for the individual concerned.

4. The Appraisal Interview. This is an extremely important part of the appraisal, and the following suggestions should be considered for the interview.

   a. Several days in advance, arrange the date and time of the interview with the employee.

   b. The physical arrangement whould be well planned. It should be private, and there should be enough time to finish the interview without a feeling of haste.

   c. Emphasize that one of the purposes of the appraisal is to allow the employee to appraise himself.

   d. Encourage self-examination on the part of the employee.

   e. Begin by discussing some main objectives and key results.

   f. Inquire about problems or obstacles that the employee finds are impeding progress and job satisfaction. Mutual understanding of the problems may help in their resolution.

   g. Be a good listener.

   h. Ask the individual if you can do anything (e.g. behavior, attitude) to help on the job. (This provides you with feedback on your behavior and how it affects your staff.)

i. When reviewing areas in which the employee needs development, discuss only a limited number. Direct your discussion to those major areas which are critical for job performance and for which you can provide examples.

j. Discuss a plan of action for training, personal development, opportunity for growth, not only to help strengthen the employee but to take advantage of his strengths and potential ability.

k. Be sure the employee knows where he stands, in what areas he needs improvement, what plan of action will help him achieve that improvement, and what opportunities are available to him for future development. A recapitulation of key points, made by either the employee or the supervisor, or both is a good way to assure joint understanding.

l. By the conclusion of the appraisal interview, performance objectives should be reestablished for the next time period. These new objectives may be the same, similar or different than previous objectives.

5. The Follow Through. In addition to the formal appraisal process, it is the supervisor's responsibility to review the employee's progress and to encourage as well as facilitate the employee's participation in the agreed upon objectives.

INDIVIDUAL'S COMMENTS

After reading the completed form, the individual being evaluated may comment in writing on the appraisal. Both the manager and the staff member maintain a copy of the appraisal, along with the performance objectives, until the next appraisal when they are replaced by the new ones.

Columbia University in the City of New York | *New York, N.Y. 10027*

THE LIBRARIES

Butler Library

Dear

Thank you for your interest in the staff development activities of the Columbia University Libraries.

Since the completion of a management study of the library system in 1972, and its subsequent internal evaluation, there has been renewed interest in the area of staff development. As an outgrowth of this interest and concern for the human resources of the library, two steps were taken as recommended in the management study: the appointment of a Staff Development Committee and the appointment of a Staff Development Coordinator. The function of the Staff Development Committee (SDC) is to advise the University Librarian on the promotion of professional staff within levels of professional rank and to advise on evaluation processes and developmental programs for all categories of library staff. In the areas of training and development, SDC works closely with the Assistant University Librarian for Personnel and the Staff Development Coordinator.

The Staff Development Coordinator reports to the Assistant University Librarian for Personnel and is responsible for identifying, designing and implementing developmental and training programs for all library staff. In order to receive broader input from staff, there is also a Supporting Staff Training Committee which advises the Staff Development Coordinator on developmental needs for this segment of the staff. The committee is currently composed of three union staff members, one non-union staff member, and a librarian.

During the past two years, we have continued to identify and clarify the developmental needs of the library staff within the context of library needs. I have summarized in the attached the areas in which we have implemented, or are in the process of implementing, programs. If you wish further information on any of these programs or the materials listed below, please do not hesitate to contact me.

Sincerely,

Sheila Creth
Staff Development Coordinator

Staff Development Activities - Columbia University Libraries - 1974/75

Orientation Programs. Recognizing the importance that staff members receive a general introduction to the library system - its objectives, processes, and complexity - we have structured three distinct orientation programs for new librarians, new supporting staff (union and non-union) and student employees - general assistants. The programs are similar in content but vary in length and approach depending on the group.

Management Training. This is an area of high priority in the Libraries. We currently offer an in-house training program (designed by the American Management Association) on "How to Improve Individual Manager Performance." This is a conceptual program which presents the basic management principles; it consists of films, readings, role playing, and, most important, considerable discussion among the participants. The seminar, approximately two days in length, is conducted every three to six months for all levels of supervisory and managerial staff.

In addition, a program is being designed which will address the specific skills, techniques and knowledge needed by every supervisor. It will consist of workshops/seminars on topics such as interviewing techniques, problem analysis and decision-making, how to structure on-the-job training programs, concepts of motivation and how to implement, communication techniques, etc. This program will be designed on a modular basis and each section can be presented independently.

When appropriate we also ask speakers from outside the Libraries to speak on relevant management topics.

In order to implement the establishment of individual performance objectives, a series of meetings has been held with all librarians and supervisory staff. The purpose of these three-hour sessions was to discuss the objectives of the new appraisal system, and the process of setting performance objectives, and to provide experience in establishing performance objectives.

Library Skills. We are also concerned that staff have the necessary skills to perform their tasks adequately, if not better, and are therefore identifying areas in which to structure presentations and programs to meet these needs. Such programs might consist of instruction in filing procedures for supporting staff, series of presentations on the processes of the library system and the interrelationship between library departments, instruction in the use of the computer-generated In-Process List for reader service areas.

We are also compiling information on adult education programs throughout the five boroughs of New York City that offer courses in skills such as typing, stenography, office procedures, etc. in order that our staff members avail themselves of these opportunities as well.

General Information Sessions. In an attempt to make information of a general nature pertaining to the library available to the staff, we conducted a number of talks during the last academic year which were held on lunch hours. The talks ranged from collection development in the Libraries to data bases available for libraries, from trends in higher education to the role of a systems analyst. The speakers were from the library staff and from other departments of the University. The talks were well attended, and we would hope to continue them in the future, since they provide a relaxing, informal setting for staff members to learn and to get together with other staff members.

Spring 1975

Sample: Readings May Change Each Time a Seminar is Conducted

MANAGEMENT SEMINAR

HOW TO IMPROVE INDIVIDUAL MANAGER PERFORMANCE

The following reading materials are intended to provide you with useful supplementary material for this program. The session for which the materials should be read is indicated so that you may read it in relation to the topic to be covered.

Monday

Booz, Allen and Hamilton. *Organization and Staffing of the Libraries of Columbia University* Libraries in the City of New York. 1971

Drucker, Peter. "The Manager and His Work". *Management: Tasks, Responsibilities, Practices*. pp. 398-402

McGregor, Douglas. *The Human Side of Enterprise*. pp. 33-57.

Tuesday

Sayles, Leonard. "Employee Communication: It's Easier When You Know How". *How To Improve Individual Manager Performance*. American Management Assoc.

Wednesday

Drucker, Peter. "Management by Objectives and Self-Control." *Ibid*. pp. 430=442.

Thursday

DeProspo, Ernest R. "Personnel Evaluation as an Impetus to Growth". *Library Trends*. July 1971. pp. 60-69.

HOW TO IMPROVE INDIVIDUAL MANAGER PERFORMANCE

"How to Improve Individual Manager Performance" is an in-house training program, designed by the American Management Association, presenting principles of management as a professional activity. The course is designed to introduce the new manager to the idea of management as a profession and enable the experienced manager to sharpen his perception and skills.

The objectives of the course are:

1. Present a program of basic management principles specifically aimed at the professional manager.
2. Present the principles in a logical and interesting manner so that their application to the everyday work situation is assured.

The concept of management as outlined in the course is "management by objectives." The course is divided into four sessions (2 days), each of which is devoted to a specific area of professional management. The sessions are approximately three to four hours in length.

Session 1 – The Concepts of Management

This session introduces the role of the library supervisor as one who gets things done through other people, the basic areas of his activity and the factors affecting his success.

Session 2 – Management Organization and Position Descriptions

This session deals with organization, span of control, development gaps, and how to write valid position descriptions.

Session 3 – Standards of Performance for Managers

Emphasizes the necessity for measuring performance by specific results with the employee's cooperation, and explains the types of standards and how to express them.

Session 4 – Performance Appraisal for Managers

Presents the steps of the appraisal process, the chief purpose it fulfills, and the best method of conducting an appraisal interview.

The basic components of the course are:

1. A series of four, 16mm films, featuring James L. Hayes, President of American Management Association, and formaer Dean of Duquesne University's School of Business Administration, discussing particular management subjects.
2. Case studies and role-playing exercises providing actual practice in utilization of the principles.

In addition to the presentation of the material through films, case studies & role playing, the most valuable component is the discussion of the concepts and principles [illegible] the participants.

UNIVERSITY OF CALIFORNIA Berkeley
JOB DESCRIPTION CARD

PERSONNEL USE ONLY

APPROVED TITLE	EFFECTIVE DATE	TITLE CODE	POS. NO.	UNIT NO.

JOB CLASSIFICATION, DESCRIPTION
& SALARY SCALES

STAFF DEVELOPMENT

BERKELEY

LABORATORY TECHNICIANS, ENGINEERS AND UNIT ADMINISTRATORS—PLEASE CALL YOUR PERSONNEL REPRESENTATIVE BEFORE COMPLETING.

NAME Myra B. Kolitsch

DEPARTMENT General Library

PRESENT PAYROLL TITLE Librarian III

RATE

WORKING TITLE IF DIFFERENT In-Service Training Coordinator

PERCENT OF TIME

SUPERVISOR'S NAME William E. Wenz	SUPERVISOR'S PAYROLL TITLE Library Personnel Officer
DEPT. HEAD'S NAME IF DIFFERENT	DEPT. HEAD'S TITLE
NAMES OF THOSE SUPERVISED	PAYROLL TITLES

STATEMENT OF DUTIES: List your regular and most important duties first. Use reverse side if necessary.

PERCENT OF TIME	TASKS
5	A. Prepare and present a general orientation program for newly appointed staff members. Prepare and present more intensive orientation and training basic to the work in specific areas and departments. Established programs include a 16-18 hour program for newly appointed bibliographers and a 7-8 hour program for newly appointed Service Desk personnel.
10	B. Counsel and assist staff members (supervisory and non-supervisory) on work-related problems and on matters concerning career goals, study programs, and skills development programs:

1. Review the work and the possible usefulness of additional training for employees whose work is not satisfactory. Recommend remedial action, e.g. additional training, change in assignment of duties or work relations, transfer to another kind of position, severance.
2. Discuss educational and job interests with individual employees.
3. Inform employee of other sources of information, advice, and counseling.
4. Course work and study programs.
   a. Inform and advise regarding rules and procedures.
   b. In some cases investigate the availability of particular courses and make preliminary arrangements, usually short of actual registration.
   c. Assist staff with employee development plans.
   d. Announce special programs, especially those in the School of Librarianship that are open to registrants and/or auditors.
5. University job training programs

(Use reverse side if more room is necessary)

RCENT F TIME | TASKS

a. Maintain roster of staff members interested in or recommended for attendance at the various programs.

b. Inform Campus Training Office of probable number of General Library enrollees and of programs needed by the Library staff.

c. Register staff members and arrange for payment of the interdepartmental charge

-10 C. Assist staff personnel and on occasion librarians in the writing of job descriptions that are to be used in reclassification requests.

0-90 D. Review particular jobs and groups of related jobs, working with individual employees and supervisors in an analysis of the work flow and identification of impeding factors to improve the work situation and to utilize more effectively the skills and abilities of individual staff members, e.g. processing and bibliographical checking activities in RBR were analyzed prior to the move to Moffitt.

Teach individual employees a particular job, working with new employees as well as with employees who have had several years experience. In some cases the employee's work has been unsatisfactory. I review the employee's work and the work situation, retraining and attempting to establish new work patterns. In the above kind of situation and in promotion cases, I teach or transmit information, procedures, techniques, and try to help the employee understand the work and develop new skills. I work out schedules and priorities with the supervisor, write manuals and devise teaching aids as necessary, and revise and supervise the work of the employee. When I am working with someone, I try to help that person maintain the work flow, organize the work and establish priorities, and place the work in context. I also give short-term assistance to employees who seek help or are referred for assistance on a particular phase of their work.

10 E. Handle the initial interviewing of candidates for positions that are partially supported by federal funds (OJT, WIN, veterans' programs); work with Campus Personnel and with Library supervisors in establishing the positions. Assist with training as appropriate and as agreed upon with supervisors. Arrange for supplementary classroom training as necessary and as available.

Handle the summer NYC program; initial arrangements with the public school and campus coordinators; initial arrangements with Library supervisors; interviewing and placement; orientation and assistance in training in those areas where there are several students; troubleshooting; library use seminar for NYC participants.

F. Write a staff handbook. The first draft is complete except for one section on the collections.

LIBRARY PERSONNEL
MAR 1 1972
OFFICE

(If additional space is needed, use blank sheets and attach to this form)

HOW LONG HAVE YOUR DUTIES AND THE DISTRIBUTION OF TIME BEEN SUBSTANTIALLY AS ABOVE? Since February 1970.

CERTIFICATE OF EMPLOYEE: I certify that the foregoing information is correct and complete and describes my job as I understand it.

Myra Kolitch 2/29/72
Signature Date

CERTIFICATE OF IMMEDIATE SUPERVISOR AND DEPARTMENT HEAD: I have reviewed the above statements and certify to their accuracy with the exceptions noted here.

Supervisor's Signature Date Department Head's Signature Date

SELECTED PORTIONS OF:

STAFF DEVELOPMENT COORDINATOR

Annual Report

July 1, 1974 - August 31, 1975

The orientation for September 1975 is now being organized. Paul Armstrong, library intern, has worked this summer on reviewing the material, recommending improvements and designing specific materials.

In particular, Paul has conducted considerable research in order to prepare a more extensive history of Columbia Libraries. This material will be included in the "Handbook for General Assistants" as well as being placed in the packet given to new supporting staff. We have also prepared a script for an A-V presentation on the library organization including a few minutes of historical material and ending with several major trends in academic libraries. This A-V presentation will be used during the GA orientation and if well received should be included in future supporting staff orientation programs as well. It might also be useful to show to new librarians.

Seven general assistant orientation sessions are scheduled for the first week of September during the time when hiring will be conducted for general assistant positions. All new general assistants will be required to attend one session of about an hour in length. The sessions will be conducted by staff volunteers representing units in Services, Resources and Technical Support - librarians and SCATS. A session will be held with these individuals during the last week of August to instruct them in the objectives, content and structure of the orientation. (See attached for outline of GA orientation). It is interesting to note that, as far as I can determine, Columbia seems to be unique in offering a program of this nature to its student employees.

Management/Supervisory Programs

Performance Objectives. Though the implementation of this program involved far more than the library managerial/supervisory staff, it is a management tool and therefore is included in this section.

As reported in my 1973/74 annual report, the program of performance objectives was first begun with the library administration. The program was designed so that departments attended sessions together with two levels of management in attendance. It was hoped that in this way those directly involved in the discussion and formulation of an individual's performance objectives would be more likely to leave with the same knowledge and understanding. It also provided support for the program down through the library system. After the first session held in July, the majority of sessions were held in September and October, with one in November and one in February after Mr. Gates joined the staff as Law Librarian.

A considerable amount of time was invested in this program by all levels of library staff. Though there were certainly a variety of responses to the program from library staff during the sessions (favorable, angry, perplexed), the majority of the staff was positive about using a system of performance objectives as a basis for appraisal and professional/personal development. These sessions were not always easy to conduct, and on several occasions Ms. Veenstra and I found ourselves and the idea of performance objectives the focus of anger and hostility that obviously belonged elsewhere.

The program, and the actual use of performance objectives, has tremendous merit for the library organization as well as for individual staff. Because of this and because of the considerable time invested, it is urgent that some form of follow-up to these first sessions be conducted.

The results of the written evaluations sent out during May 1975 are attached. These are encouraging, but reflect responses from only a small number of staff. I have also spoken with individuals from all levels of the staff and from every major group, and there appear to be only a very few units that are currently utilizing performance objectives and following the implementation plan. Specifically, new staff and individuals who are promoted are not being included in this program. There needs to be immediate attention to this. If not, in all likelihood the program will simply die, and we will never know if it was because the concept of individual performance objectives was not applicable here or because we failed to provide necessary support and follow-up.

Meetings scheduled last spring to review with staff after six months the status of performance objectives were cancelled at the last minute due to pressures within department units. I would not suggest a return to these meetings, though something should be done to determine the usefulness of objectives, the degree to which they are being utilized and how new staff (new to the library or new to a position) are being incorporated. I make the following suggestion as one way to determine the above, and to provide feedback for any further necessary training/support from Personnel.

Each Director, Head of a Distinctive Collection should meet with all managers/supervisors in his/her area to determine:

1. if all librarians and SCATS personnel, including new staff, have current up-to-date individual performance objectives.

2. to discuss the advantages and problems of objectives setting.

3. to set up a schedule with staff to insure the review of these objectives at a later date.

At the completion of these group reviews, a report should be submitted to the University Librarian and the Assistant University Librarian for Personnel on the current status of performance objectives within their units, with particular mention of problems and where further training and/or materials are needed for staff. This report should also provide an evaluation of performance objectives from the viewpoint of meeting organizational as well as individual development needs.

This, or some type of follow-up, should be initiated as soon as possible, or it will appear that this program, despite all the time and effort invested, is not viewed as worthwhile by the Libraries. If performance objectives are not to be utilized, then the question of how staff are to be appraised/evaluated for promotion in rank must also be reconsidered.

There were three other new programs presented in the area of management/supervisory training:

- Contract Administration Seminar
- Affirmative Action Seminar
- Interviewing Techniques Workshop

Contract Administration. This program was conducted for all members of the library staff who supervise union staff. The program was particularly geared to the 1199 contract but was also useful for staff who supervise members of the Supporting Staff Association at the Health Sciences Library.

Time:	Ten hours (three sessions held)
Objective:	Provide participants with an introduction to and a basic understanding of the principles and techniques of contract administration, grievance handling, and corrective discipline.

Topics covered included:

- interpretation of the union contract
- administration of grievances and disciplinary action
- objectives of progressive discipline
- termination of employment (discharge, disqualification, etc.)
- roles of supervisory, administrative and Library Personnel Office staff

Session Leader:	Ross Rimicci, Director, Employee Relations and Development Columbia University Personnel Office
Material Distributed:	Collective Bargaining Agreement between Columbia University and Local 1199 (July 1, 1973-June 30, 1975) Article "How and When to Discipline" Booklet How to Handle Grievances by Glenn Gardiner

This program was extremely well received by library supervisors, and sample comments from the evaluations submitted at the conclusion of the program are included in the appendix.

Three-hour follow-up sessions had been planned to provide an opportunity for the Assistant University Librarian for Personnel to answer specific questions still remaining regarding library procedures with regard to contract administration. In addition, it was intended that this session would include an opportunity for participants to practice (and observe) the handling of grievances through roleplay sessions in order to develop their own ability in this area. The follow-up sessions were cancelled due to conflicts at the end of the academic year for departmental units. The material for this has been designed, though, and could be used for future contract administration sessions.

Careful consideration should be given as to how best to present this material in the future for new supervisors. There is a suggested outline in the file. The Libraries cannot assume that Mr. Rimicci will be available in the future to conduct these sessions, though it would be advantageous to have him at least do a brief presentation on labor law/ history (court cases, etc.) as well as to present a broader view of labor relations. Mr. Duda and Ms. Mocha could then present the remaining material, including aspects of the contract and specific library procedures relating to the individual Articles.

If any future such sessions on contract administration should include practice material and roleplaying on handling grievances, then the use of videotape should be explored.

Affirmative Action. The program was originally intended for supervisors who had responsibility for interviewing and hiring library staff, but as it became apparent that we would not have full sessions, the program was opened up to any staff member who was interested in attending.

Time: Two and a half hours each session; three sessions conducted.

Objectives: To present the objectives of affirmative action as well as the University's affirmative action commitment, guidelines and monitoring procedures.

Session Leader: Beverly Clark, Equal Opportunity Officer, Columbia University

Materials Distributed: Case Study
EEOC Discrimination Quiz

It is difficult for me to provide an objective evaluation of the three sessions conducted on affirmative action. These were the first of their kind at Columbia University and long overdue, but I found the sessions poorly planned and somewhat chaotic. Since Ms. Clark has not turned over the program evaluations which she had requested to have sent to her first, I am unable to make constructive suggestions or criticisms of the program based on staff input.

The reactions of the staff with whom I spoke varied from "very informative" to "not enough specific information." Very specific suggestions were provided to Ms. Clark after the first session based on my observations and brief discussions with the staff who had attended, but these were mainly ignored.

I think that the staff who attended, for the most, part, did learn something about affirmative action and certainly seemed more aware of their obligations in this area as a result of the session. I am critical of the results because I feel the sessions should have, and could have, been far more instructional than they were. I would advise that in the future this important material on affirmative action be included in sessions conducted by the Personnel Office on personnel policies/ procedures. (Some material on guidelines in this area - federal, university, library - were summarized and distributed to participants in the Interviewing Techniques Workshop. Possibly this material should be given out to all new supervisors as an introduction to affirmative action.)

Interviewing Techniques Workshop. This program has been designed for supervisors who have responsibility for interviewing for library staff positions. The first runthrough of this program was conducted on August 12 and 13 for a total of six hours, and seven members of the library staff (librarians and SCATS) were asked to participate.

The objective of the program is to provide library staff who have responsibilities for interviewing with the knowledge and skill to conduct an effective interview. The workshop is six hours (two 1/2 day sessions) and consists of presentation of material on interviewing, discussion, and simulated interviewing practice sessions which are videotaped for immediate discussion and analysis.

What made this program somewhat different than others conducted for library staff was the use of videotape during the second session when participants were conducting simulated interviews. Ms. Alana Siegfried, Original Cataloging, has had considerable experience working with video equipment, and she agreed to handle this for us.

The evaluation of the program is also unique, because instead of a written evaluation of the program, it was discussed in detail among the participants, and this discussion/evaluation has also been videotaped and is available. From the suggestions made by the participants, the material can be smoothed out and improved for future presentations.

The individuals who attended felt that the program had been extremely useful and successful and that they did in fact learn a great deal about the "art of interviewing." Several specific suggestions did arise from the discussion and one was that the program time should be expanded to an additional morning to allow for more in-depth analysis of the types of questions being asked and to allow more discussion about what happens during an interview when certain questions or a line of questioning is pursued. In addition, it was suggested that the material of the program should be expanded to include some techniques for actually conducting the analysis of a candidate's skills/capabilities after the interview and comparing one candidate to another. (This would necessarily increase the time of the program as well.)

I was very pleased with the success of this program and other staff members' interest in when it would also be available to them. The use of videotape was particularly well received. I would suggest that this program be given a top priority for the coming academic year.

In addition to these new programs, we continue to utilize the AMA Inhouse Training Program as a means to introduce new supervisors to management concepts. This program was conducted three times during the past year: August 1974 and January and August 1975.

A summary of all program evaluations by sessions over the past three years has been completed and shows a considerable change over this period toward the management material presented. During this last session in August 1975, I asked the participants if they thought that since the library was now actively involved in so many areas of management (appraisal, performance objectives, peer evaluation, etc.) if this particular program was still useful or should it be dropped. They all indicated that they had found it a very useful introduction to management concepts and theory and would recommend continuing use for new supervisors.